JOURNAL

OF THE

Mysore State Education Federation

Vol. XIV] AUGUST 1960 [No. 5

PRINCIPAL CONTENTS

		Page
1.	National Award for Teachers *By Dr. K. L. Shrimali*	97
2.	An American Looks at the Indian Secondary School *By Mr. Henry Harap*	99
3.	How Illiteracy was Abolished in the Soviet Union? *By Mr. A. Solovyov*	105
4.	On Examinations *By Shri T. R. Venkatasubrahmanyan*	107
5.	The Cultural Values of East and West *By Dr. Paul E. Smith*	109
6.	Two Portraits—I am a Teacher *By Mr. Arthur F. Bruhn*	111
7.	The Slow Learner—An Over-view *By Mr. Lloyd M. Dunn*	112
8.	Educational Notes	114
9.	Book Reviews	115
10.	ಮೂಲ ವಿದ್ಯಾಭ್ಯಾಸವೂ ಮತ್ತು ಸಮನ್ವಯ ಪದ್ಧತಿಯೂ *By Shri D. Visweswaraiya*	117

PUBLISHED BY THE MYSORE STATE EDUCATION FEDERATION

BANGALORE

THE MYSORE STATE EDUCATION FEDERATION CO-OPERATIVE BANK LTD.

GOVT. MIDDLE SCHOOL BUILDING, FORT, BANGALORE CITY

Membership is open to Teachers and others interested in the cause of Education

Fixed Deposits are received for periods 3 months to 3 years at rates of interest varying from 3% to 4½% per annum.

Savings Bank Accounts are opened in the names of members, non-members and institutions.

General Provident Fund is a compulsory form of investment encouraging thrift. Very favourable terms.

4% Dividends have been declared for the year 1959-60.

The Bank has been recognised as a book-selling agency. There is a stores section. Note books and Texts for use in the schools are stocked and sold. Teachers' Associations are requested to make enquiries. Favourable rates of commission are allowed.

BANGALORE
1st September 1960

T. V. SUNDARAM
President

BEAUTIFULLY ILLUSTRATED BOOKS FOR JUNIOR SCHOOLS

HINDI

	Rs.
Ka Kha	1·25
Akshar Bodh	1·25
Swar Bodh	1·25
Tamak Tum	1·25
Shabad Bodh	1·25
Bal Sahitya Mala I	1·65
Bal Sahitya Mala II	2·20
Bal Sahitya Mala III	2·60
Bal Sahitya Mala IV	3·10
Hindi Lekhan I	0·60
Hindi Lekhan II	0·75
Hindi Lekhan III	0·85
Sulekh Copies I, II, III & IV (each)	0·25

SUPPLEMENTARY HINDI READERS

	Rs.
Choon Choon	1·50
Boojo	1·50
Sunehre Sapne	1·50
Chandni Raten	1·50

ARITHMETIC

1, 2 & 3 Drawing	1·00
My First Number Book	1·30
My Second Number Book	1·45
My Third Number Book	1·70

ENGLISH

Playway English I, II, III (each)	1·00

For a complete Catalogue please write to:

Messrs. HEM KUNT PRESS

EI/15, PATEL ROAD, PATEL NAGAR EAST
NEW DELHI-12

JOURNAL
OF THE
Mysore State Education Federation

Vol. XIV] AUGUST 1960 [No. 5

NATIONAL AWARD FOR TEACHERS*

By Dr. K. L. Shrimali
New Delhi

It is my pleasant duty to request the President to give away the Awards to teachers of Primary and Secondary Schools who have rendered outstanding service in their profession. This event has now become an annual feature. and it is a matter of some satisfaction to me that the institution of these Awards has been generally welcomed by the people. Last year, on a similar occasion Awards were given to 16 Primary and 16 Secondary teachers. This year the number of Awards is 71 ; 38 for Primary teachers and 33 for Secondary teachers. Even this increased number is barely adequate for a large country of our size and population.

The value of the National Award lies not in the monetary value of the prize, but in this recognition that it seeks to give to the outstanding and selfless work of the teachers who are toiling hard under difficult circumstances for the improvement of society. This is one of the several steps which the Ministry of Education has taken to rehabilitate the position of the teacher in the community. We are, however, painfully conscious of the fact that so far we have not given our teachers a fair deal and have failed to accord the recognition commensurate with the improtant role which they are expected to play in society. It is, indeed a happy sign that there is a growing realisation both among the people and the Government that good education is essential for industrial progress, material prosperity and security of the nation and these cannot be attained without improving the quality of teachers. Once people become conscious of the fact that the stakes in survival and national welfare are as great in eduction as in industrial development or international relations, people will be willing to make sacrifices for paying better salaries to teachers as also for improving their service conditions. I have no doubt that in years to come there will be greater public understanding and increasing appreciation of the services of the members of the teaching profession and greater support will be forthcoming for making provision for their further studies, recreational facilities and improvement of economic conditions. By making these investments, our society will get manifold returns as good teachers enrich the life of the whole community.

Turning to our guests, the distinguished teachers who have won the National Awards, I would like to say that while our Ministry will continue to work for raising your social status and for ameliorating your economic conditions, I must also urge you and your colleagues who are not here, to win the respect and esteem of the people by dignified conduct and behaviour and by giving greater attention to the intellectual and social development of children who are put under your care. Our society is certainly at fault for not giving you a fair deal, but on account of this, if you allow yourselves to be deterred from the honourable path of rendering the highest service to the community, you will lose your self-respect and also harm the whole teaching profession. On the other hand, if you continue to work with sincerity and devotion, you will not only get public recognition and much needed improvement in your material conditions but you will also have the satisfaction of sharing in the greatest of creative undertakings that of help-

* Address by Dr. K. L. Shrimali, Education Minister, on the occasion of the National Awards for Teachers.

ing the younger generation to become all that they are capable of becoming. In pursuing your task in a spirit of dedication you will have the satisfaction of striking a spark in your pupils—a spark that never extinguish because it travels to others and contributes to the cause of enlightenment. It is the duty of society to give you adequate material rewards and social appreciation for your service but on your part you should seek your rewards and fulfilment in your pupils, in their achievements and their success in life. If you look at your work from this point of view, even though you may not amass great wealth, your dividends in terms of personal and spiritual satisfaction will be large and worthwhile.

Teachers have special responsibility, more particularly in a period of crisis, to inculcate proper habits of thought and emotional attitudes and develop loyalty for those social ideals and spiritual values which are the bases of our society so that the younger generation may be able to face the future with courage and conviction. This task of moulding the younger generation is best achieved not by imparting mere knowledge but by personal example and character. Knowledge may help you in revealing the secrets of nature and also in getting control over it, but for building the character of boys and girls what really matters is not your erudition but your faith and personal example, warmth of heart and genuine friendship. Much of the unrest in the younger generation at present is due to the fact that teachers have begun to rely more on their knowledge and less on their qualities of character. You may have all the knowledge that is available in the world and still if you lack genuine love and sympathy for children whom you teach you cannot become effective teachers. In most fields of human activity knowledge helps us in achieving our goals but in teaching where we deal with living human beings it is the total personality which makes the impact. Those of us who have felt the influence of great teachers will recall that it is not what we learnt in the way of facts that made permanent impressions on us, nor various skills and techniques we have acquired for using our mind but it was the personal contact with some great and revered teachers—a gentle smile, a cheering word, a mild rebuke—which brought about the transformation of our personalities. It is only when teachers are inspired by a great ideal and deep faith that they are able to influence human beings. It is this faith alone, may be in God or in men, which bestows upon the teacher prophetic vision and spirit of dedication to guide the younger generation in our troubled world.

Some of you will say that while this is all very well as an ideal, you have to carry on your work in a real situation in which you get neither public recognition nor material rewards. You would say that in giving high honour to the teaching profession we only pay lip-sympathy while in our actual behaviour we relegate it to low position. I do not blame you for saying this since all this is true, but this mood of despair only leads to frustration. Many of you who are present here to receive the Awards have shown by example that even under difficult circumstances it is possible to do one's duty honestly and conscientiously. You cannot allow your work to suffer or afford to neglect the children put under your care just because other people have not done justice towards you. This is a wrong way of getting your grievances redressed. It is only by doing your duty towards children that you will win public sympathy and social appreciation. Moreover, teaching is one of those professions where good work should be considered as its own reward. What could be more satisfying to any human being than the feeling that he is an humble instrument in the furtherance of mankind? What could be more exhilarating than the experience of influencing and moulding the development of a student? This consciousness of rendering service to society should counterbalance all the sorrows, sufferings and sacrifices which unfortunately are a part of the teaching profession today. Henry Van Dyke in his tribute to the Unknown Teacher said, "He lights many candles which, in later years, will shine back to cheer him. This is his reward".

May I now request you, Mr. President, to give away Awards to these teachers who have lighted many candles and who have patiently struggled all these years against evil forces of darkness, ignorance and follies, and who by their example of sacrifice and suffering have influenced the lives of hundreds of people and guided them not only to earn a living but to live a good life.

AN AMERICAN LOOKS AT THE INDIAN SECONDARY SCHOOL

MR. HENRY HARAP
Professor of Education, Ohio

SINCE it gained its independence in 1947, India has been struggling to overcome huge handicaps. It is fighting not only ignorance but also mass poverty, hunger, and disease. Huge expenditures of government funds are being invested in irrigation, power, transportation and roads. Nevertheless, the education of children and adults is not being neglected in the building of a new nation. Approximately 80% of the 280 million people of this predominately rural nation are illiterate and only one per cent. are high school graduates.

In India the control of education is a function of each of the fourteen states although the national government gives considerable material as well as advisory help to the states. The constitution of India directs each state to provide compulsory education through the fourteenth year, but it will take at least a decade to realise this goal. On the basis of available data not more than 35% of the children of school age attend the primary and middle schools (16 to 13) and 10% attend the secondary schools (14 to 17 years). Boys and girls attend separate secondary schools although I was informed of at least one exception in Jaipur. The girls are a minority of 16% in the secondary school population, according to the latest available figures. There is usually a small tuition charge for high school students wnich was four rupees (80 cents per month) in the government schools that I visited.

Approximately 83% of the secondary teachers are men and 17% are women. By American standards the teachers are poorly paid although there is a very wide range of differences from place to place. In the poorest areas the monthly salary of secondary teacher ranged from Rs. 50 ($ 10) to Rs. 250 ($ 50). The highest salary scale that I encountered in a more exclusive secondary school in Calcutta ranged from Rs. 150 ($ 30) to Rs. 450 ($ 90) per month. The salary of an individual teacher depends upon his education and training. For example, the salary scale in a private school in Bhopal ranged from a beginning salary of Rs. 70 ($ 14) per month for a matriculate (a high school graduate) to a maximum of Rs. 300 ($ 60) for a trained teacher with a master's degree, the annual increment being Rs. 10 ($ 2).

The physical environment for learning in the Indian school varies from outdoor classes to well-equipped buildings and grounds. The rapid growth of schools has made it necessary to improvise all sorts of conditions for housing the hundreds of youth who are eager to come to school. Most of the hundreds of rooms that I visited were whitewashed and bare of decorations. Usually the equipment was limited to a chalkboard mounted on a large easel and a teacher's desk or table.

In the vale of Kashmir I moved from class to class seated on the grass under a warm sun. As I sat under a tent on the outskirts of Delhi it was refreshing to feel the soft breeze but I could not avoid contemplating the dampness of the rainy season and the cold of the winter months. At the other extreme, I visited a school building in Calcutta equipped with excellent furniture and other modern conveniences.

The demand for schooling in certain sections is overwhelming. The daily papers in Delhi reported that several women staged a hunger strike in the office of a principal who refused admission of their children. India is undergoing a phenomenal expansion of schools which has no parallel in the history of the nation. As a result, the classes are very large and unwieldy, for example, the Delhi Department of Education sets a maximum of 45 pupils per class.

The number of schools is increasing so rapidly that it has been necessary to employ many unqualified teachers. Approximately forty per cent. of the high school teachers were untrained in 1956. The qualifications of teachers vary from state to state and from school district to school district. As a rule, the secondary school teachers have better qualifications than elementary school teachers and the training of urban teachers is better than that of the rural teachers. Where there is an adequate supply of qualified personnel, the high school teacher is generally expected to have a bachelor's degree (B.A.) and one year of training in a teachers college (B.T.).

Each school system is divided into several stages or divisions. The most common

divisions or school levels are primary school, grades 1-5 ; middle school, grades 6-8 ; high school, grades 9-10 ; and higher secondary school, grades 9-11. Actually the most common secondary school at the present time is the high school consisting of grades 8-10. Although two state school systems have combined the whole or portions of the middle and high school into one stage, for purposes of consistency this paper will deal exclusively with grades 9-11. The secondary school may be housed with an elementary or middle school but only the last stage (grades 9-11) is subject to external control.

The school year is never less than 200 days and in some communities it amounts to 240 days. The students attend classes six days a week. The school day usually begins at 10 a.m. and closes at 4 p.m. In the very hot summer months some of the schools open their doors at 8 a.m. and dismiss the children at 1 p.m. For instructional purposes the day is usually divided into eight periods, each lasting about thirty-five minutes.

The private school in India presents a problem with which the Government will have to wrestle for several decades as it moves toward the development of free and universal education. The parent of the child who attends a private school pays a tuition fee varying from Rs. 3 (60 cents) to Rs. 30 ($ 6) per month. At present nearly all of the aided private schools receive up to 90% of the annual cost of current operation from the Government. A few independent schools which serve the upper classes prefer to be completely self-supporting and free from Governmental supervision.

The better private schools conducted by independent organisations, the church, and Christian orders or societies, are superior to Government schools. The Delhi Directorate of Education recognized this superiority when it established the Government Model School after the pattern of the "Public School" of British origin. The private schools are undoubtedly conforming to new patterns of compulsory and optional subjects recommended by a department of education, but whether the content of these subjects is related to contemporary life and the emerging culture is questionable.

The examination system has become the dominating influence in the educational life of the students and teachers. It determines what should be taught and, indirectly, how it shall be taught. The public final external examinations are of great concern to the students and their parents because there is a close connection between employment and the marks on these examinations.

Examinations in the secondary school are both internal and external, that is, they are prepared by examiners within the school and outside the school. The internal and external examinations follow the same general pattern but differ in their major functions. The external examinations generally come at the end of the high school course (tenth grade) or at the end of the higher secondary school (eleventh grade).

The control of final examinations in the secondary schools is vested in a board which is external to the school system and to the school itself. The final examination tends to keep the curriculum within narrow limits. While the examination board accepts a large number of optional subjects, the resources of the school force it to offer the compulsory subjects and only a few optional subjects.

The publication of names and grades in the daily papers creates fears, tensions and anxieties. Since the names of the candidates are classified by the schools, it undoubtedly stirs up rivalries among the schools. It is quite natural for each school to wish to excel others. The total effect is to exaggerate the importance of the examinations.

The Examination Committee of the All-India Council for Secondary Education has given serious attention to the improvement of examinations. At a recent meeting, the Council adopted the Committee's recommendation to set up an Examination Unit for the purpose of preparing helpful test materials. Ultimately it hopes to advise the state boards of secondary education on the improvement of instruments of evaluation. The Committee reports that some minor reforms have already been introduced by a few state boards of secondary education. There is no doubt that the examinations will undergo a considerable change in the next decade.

The power to prescribe the curriculum of the secondary schools in each state is usually vested in a Board of Secondary Education although the particular name of this body varies from state to state. In three of the states that I visited, the syllabus is under the control of the university. It is the function of the Board of Secondary Education to determine the general policies which affect the curriculum directly or indirectly through

examinations. Each Board has a curriculum committee which determines the membership of the syllabus committee for each subject. In all cases the examinations follow the syllabus rigidly. As a result teaching is restricted to the inevitable cycle of syllabus, text-book, lecture, examination.

The high school curriculum varied from state to state depending upon the pattern of required and optional examinations (papers) set by the Board of Secondary Education. An examination of the time-table of a high school (grade 9-10) on the outskrits of Delhi showed that the compulsory subject for each of the two successive years and the number of periods per week devoted to each were: English 12 periods; mathematics, 10 periods; and vernacular, 8 periods. In addition the pupils may choose two from the following list of optional courses each year: drawing, 6 periods; general science, 6 periods; physiology and hygiene, 6 periods; economics, 6 periods; history and civics, 6 periods; and Sanskrit, 6 periods.

Upon completion of the high school course the student will have had 24 periods of English and 20 periods of mathematics. When I asked the headmaster why a disproportionate amount of time was devoted to English and mathematics he replied that the students had two papers (examinations) in each of these subjects. If in addition to these required subjects the student chooses both science and physiology, he will have had 12 periods of science but if he chooses one or the other of these subjects he will have had only 6 periods of science. If a pupil elects history and civics, he will have had not more than 6 periods, and if he fails to elect either history or economics he will leave the high school without having had any social studies. With the exception of geometric drawing, the expressive arts will have been completely neglected.

In contrast the students of a high school for girls in Madras were more fortunate. The curriculum consisted of English, Tamil, mathematics, social studies, general science, music, needle work, and home science. With the exception of a few minor omissions, this programme of subjects not only included a good cross-section of the major fields of knowledge but also a course in home science.

The higher secondary school, as recommended by the Secondary Education Commission, adds an eleventh grade to the two-year High School. The curriculum of a higher secondary school for boys in Cuttack consisted of nine subjects in grade 9 and seven subjects in grades 10 and 11. In addition, a student was allowed one optional subject in grades 10-11. The compulsory subjects were English, a modern Indian language, Sanskrit, mathematics, social studies, science, drawing and Hindi. Drawing and Hindi were discontinued after grade 9. The student chose one of the following optional subjects: advanced mathematics, advanced Sanskrit, physiology and hygiene, advanced drawing and handwriting.

The curriculum of a higher secondary school for girls in Delhi consisted of an academic and science programme of studies. The academic programme included the following complusory subjects: vernacular—(Hindi or Bengali), English, mathematics (higher and lower). "Lower mathematics," which was most frequently chosen, consisted of arithmetic and domestic science which were taught separately. The science programme consisted of the following required subjects: higher mathematics, physics, chemistry, biology, geometry, mechanical drawing, English and vernacular for one year. In addition the student was required to choose two subjects from the following: history, civics, Sanskrit, music and drawing.

Running parallel to the pattern of traditional schools is the indigenous Indian system of basic education which is divided into three stages: junior basic (grade 1-5); senior basic (grades 6-8); and post-basic (grades 9-11). The idea of basic education was conceived by Mahatma Gandhi about 20 years ago to revive village economic life and throw off the shackles of alien influence. According to the proposed pattern a craft is the core of the whole curriculum. All other subjects are correlated with craft and the natural and social environments.

At this time not more than one-fifth of the 27 million children of elementary school age are attending basic schools. The post-basic stage which is the counterpart of the conventional secondary school is in a nebular state of development and its aggregate enrolment is very low. The students leaving the senior basic school may be admitted to a traditional secondary school or they may enter the few existing post-basic scoools. However, the Boards of Secondary Education have not yet adjusted the external examinations to the curriculum of post-basic schools. Thus, for the present, basic education

plays a very insignificant role in Indian secondary education.

Although the principle of diversification of studies has general acceptance at present the student's needs play a minor role in determining what is learned. I had a revealing interview with a fifteen-year old boy who was a student in the tenth grade of a school located on the outskirts of Delhi. His courses consisted of English, 15 periods per week; trigonometry, 12; mechanical drawing, 6; Hindi, 6; and science, 6. The boy said that after finishing school, he intended to go to a technical college, but he could study science only as a minor subject.

The educational leaders in some states are making progress slowly in the adjustment of courses to the needs of students. For example, in a number of schools that I visited, an attempt is being made to offer a choice between simple and advanced mathematics, depending upon the ability of the student. Although this is a limited adjustment to the needs of the students, it is a step in the right direction.

The multi-purpose school as conceived by the Secondary Education Commission "seeks to provide varied types of courses for students with diverse aims, interests and abilities". The latest available data show that in October 1956 only 331 multi-purpose schools had been established in various states, amounting to not more than 3% of all the secondary schools. During my visits I did not encounter a school which offered more than two fields of specialization. The provision for a choice between two separate programmes of study is only a first step towards a comprehensive high school. In the future, as enrolment increases, the physical plant is enlarged and additional personnel is provided, the high school will become a truly multi-purpose institution which provides several different programmes of study.

The formulation of a policy governing the teaching of languages is complicated by sentiment, traditions and nationalism. The constitution recognizes English as the official language until 1965, Hindi as the future national language, and fourteen major tongues for the states. In 1957 the Central Advisory Board of Education, which includes the state education ministers, recommended that English should be one of the three compulsory languages for students at the secondary stage, the other two being Hindi and mother tongue or the regional language. To illustrate, the Madras Legislature approved a plan, effective in 1958, which specified Tamil the regional language as the medium of instruction, required the teaching of English from grades 5 to 11: and Hindi from grades 8 to 11. These language requirements add to the difficulty of making room for all the subjects of a balanced curriculum.

The difficulties in teaching English to Indian children are not unlike those found in the teaching of a foreign language in other countries. Many teachers have neither a satisfactory command of the language nor the necessary training in the teaching of English. In my visits I found much emphasis upon translation and grammar and very little spoken English. The words, idioms and environment in the text-book were frequently foreign to the children. I had an opportunity to be associated with an English Syllabus Committee which is developing a new approach designed to correct these deficiencies. It is proposed to study English as a foreign language and not as a mother tongue. The aim is to help the boys and girls to acquire a good grasp of simple English primarily as a tool of communication. Spoken English is the foundation upon which the skills of reading and writing are built.

The most common learning procedure in the classes which I observed is of the lecture-recitation type. The principal of an outstanding higher secondary school attended by a considerable number of pupils from Western countries, said that the Indian student excels in factual information while the Western student is superior in applied knowledge. The inference, I presume, is that Indian teachers are proficient in imparting information and deficient in teaching students how to apply knowledge to everyday problems. With the exception of the use of charts and laboratory apparatus in science classes, learning in most of the classrooms was verbal and passive. The pupils took notes as the teacher lectured. It was apparent that the curriculum was dominated by the text-book and by the impending examination. When I asked the headmaster to give me a general idea of how the pupils are taught, he said: "The teacher has a diary in which he writes an outline of the day's work. He presents the matter and then asks questions".

The emphasis on memorization was humorously revealed in a recent interview

with Kerala's new chief minister who, in his student days, dared to depart from the text-book. The professor called him aside and said, "You have done well in the paper. But I did not give you pass marks because you used your own independent language instead of faithfully following the text-book language".

The external final examination takes so much of the teacher's attention that he is obliged to stick closely to the text-book of both the compulsory and optional subjects. He dare not divert the students' attention from the text-book by the use of supplementary printed materials, literacy masterpieces, or current publications such as documents, pamphlets, magazines and the daily press. To be sure the school has its rudimentary library, but its resources are limited and its use is restricted.

I encountered only one instance of group-work in my visits to a number of secondary schools. A history teacher, who had attended a seminar on social studies divided his class into two groups, each group studying a topic from a different point of view. After several days of study and discussion, the leader of each group made an oral report to the whole class. This teacher made a beginning in the direction of group-work. His experimental approach was encouraging even if it had some serious flaws.

I had practically no discussion of controversial questions in the classrooms I visited. It seemed to me that there was a need to convert the classrooms into a forum of free discussion. The ability to discuss an issue and to come to a harmonious decision is indispensable in the development of a democratic India.

The Indian secondary school recognised the importance of hobbies and recreational activities in the life of young people, although many schools have developed only a limited programme thus far. The activities vary from school to school but they usually consist of games, sports as well as musical, dramatic, debating and literary clubs.

The private schools for the children of middle and upper class families have developed the most comprehensive programmes of voluntary activities. For example, the student body of the Government Senior Model School in Chandigarh has organized four groups or houses as they are called. Each house is composed of about 80 boys from all classes. The members engage in comparative activities within the group and also among the houses. The activities of each house include basketball, hockey and other sports. In addition, the school has an arts club and conducts other activities like gardening, scouting, and girl guides.

The schools of India are developing a policy of expecting the pupils to render community services. The kind of service rendered range from improvement of school grounds to helping in the construction of roads in the community development area. I saw a group of boys in one of the most exclusive schools in Madras digging a drain. Each class in this school is required to devote one hour every week to manual labour. In Mattan High School in Srinagar, the pupils have helped in the construction of buildings, levelling playgrounds and planting shade-trees.

In most of the schools that I visited, the pupils in the high school were promoted by grade levels and not by subjects. In Delhi if a student fails in one subject he repeats the whole grade. The promotion is based on the student's mark in the final examination, the passing mark being 33%. The headmaster of one high school estimated that 60% of the students pass the final examination. He said that he followed the liberal policy of promoting a student even if he fails in one subject provided he makes at least 20% in this subject.

In Madras, the passing mark is 40% in English and 35% in other subjects. "It is a very poor standard," said the headmaster. We are forced to that low level because our examination system emphasizes memory. Furthermore, teaching is not efficient enough to enable even 50% of the students to pass unless the present level is maintained."

The low test scores accepted as the basis for advancement of the students from grade to grade as well as the high percentage of failure is symptom of the basic need to adjust the curriculum to the learning ability of the students.

In spite of the high percentage of failure, the framers of syllabi continue to include subject-matter which is beyond the capacity of the average pupil. This view was supported by the findings of a UNESCO Colleague who conducted an intensive survey of 1,200 representative pupils in grade 8 of the Delhi schools. His data were based on intelligence and achievement tests, school

marks and teachers' estimates of the pupils' ability. He concluded that a great number of students admitted to the secondary school are destined to fail because they lack the ability to reach the required standard of achievement. He estimated that at least 60% of the students in grade 8 need simplified courses if they are to have a chance of rounding out their educational careers.

The secondary school is in transition. It is slowly adjusting the curriculum to Indian culture. *The Report of the Secondary Education Commission* published in 1953 has recommended sweeping reforms which are being gradually implemented. The All-India Council for Secondary Education is contributing much to the improvement of the curriculum, examinations, and the training of teachers in service. In co-operation with the state departments of education, the Council has been conducting many workshops, seminars, and extension courses. India cannot solve all its problems immediately. Educational conditions will improve with the economic growth of the country. I have great faith in the leaders who are steadfastly devoting themselves to the gigantic task of building the educational foundations of a free people.

DIGNITY OF MAN

"Deprive a man of his dignity, and you not only deprive him of his moral strength but you also make him useless even for those that make use of him. Every creature has its stimulus, its main spring. Man's is his self-esteem. Take it away from him and he is a corpse."

JOSE RIZAL.

NEW!

THE LITTLE
LIFCO
DICTIONARY
(English-English-Kannada)

* 596 Pages
* Useful Appendices
* Price Rs. 4·00
* By Post Rs. 5·20

The Little Flower Co. (LIFCO), Madras-17; M. Damodaram & Co., Appah Bldgs., Madras-1; Higginbothams (Private) Ltd., 17-A, Mahatma Gandhi Road, Bangalore-1, Madras-2 & Rly. Stalls; and All other Booksellers

ಪ್ರಾರ್ಥನಾ ಪದ್ಯ ಸಂಕಲನ

ಪ್ರೈಮರಿ ಶಾಲೆಗಳಲ್ಲಿಯೂ ಮತ್ತು ಮೂಲ ಶಿಕ್ಷಣ ಶಾಲೆಯಲ್ಲಿಯೂ ದಿನವಹಿ ಆಚರಣೆಗೆ ಉಪಯುಕ್ತವಾಗಿರುವ ಪ್ರಾರ್ಥನೆಗಳನ್ನು ಸಂಕಲನಮಾಡಿ ಒಂದು ಸಣ್ಣ ಪುಸ್ತಕವನ್ನು ಪ್ರಕಟಿಸಲಾಗಿದೆ.—ಕ್ರೌನ್ ಆಕ್ಟೆವೋ, 24 ಪುಟ.

25 ಪ್ರತಿಗಳಿಗೆ 5 ರೂಪಾಯಿ ಬೆಲೆ. ಬೇಕಾದವರು ಎಡಿಟರ್, ಜರ್ನಲ್ ಆಫ್ ದಿ ಮೈಸೂರ್ ಸ್ಟೇಟ್ ಎಜುಕೇಷನ್ ಫೆಡರೇಷನ್, 497, ವಿಶ್ವೇಶ್ವರಪುರಂ, ಬೆಂಗಳೂರು, ಅವರಿಗೆ ಬರೆದು ತರಿಸಿಕೊಳ್ಳಬಹುದು.

HOW ILLITERACY WAS ABOLISHED IN THE SOVIET UNION ?

BY MR. A. SOLOVYOV

ONE of the hard heritages inherited by the young Soviet Republic from Tsarism was the staggering illiteracy which prevailed in the country. Three-fourths of the population of Tsarist Russia could neither read nor write, and the population of Central Asia was almost completely illiterate. In a vast country with 170 million people, there were only 280,000 school teachers, of whom no more than 200,000 were engaged in rural schools. Only one out of every four children could join three-year primary schools, while secondary school and college education was simply beyond the reach of ordinary people.

V. I. Lenin sharply criticised the policy of Tsarism in the field of public education. He pointed out that the Tsarist Government spent a meagere sum of 80 kopecks *per capita* of the population a year, while in advanced countries the sums spent for this purpose were much greater. Lenin attached great importance to public education. It was on his advice that his wife N. Krupskaya (who was a teacher by education) prepared several years before the October Revolution the work, 'Public Education and Democracy', giving a scientific estimation of different pedagogical systems and determining what system of education the people needed. This work was approved by V. I. Lenin and proved to be of great aid to the young Soviet State in setting up its public education system. Krupskaya's work is still the reference-book of Soviet teachers.

In the very first years of its existence, the Soviet Government started with all earnestness and determination to tackle the problem of general education and elimination of illiteracy. Schools for the illiterate, libraries, and village reading-rooms were being opened everywhere, and mobile exhibitions were sent out through the length and breadth of the country. All this was being done at a trying time for the Soviet State, when it was repulsing the attacks of foreign interventionists and internal counter-revolutionaries.

LENIN'S DECREE ON ELIMINATION OF ILLITERACY

In 1919 Lenin signed the famous decree on elimination of illiteracy in the country. By this decree, all the illiterate population, aged from 8 to 50, were obliged to learn how to read and write in their native or the Russian language. It should be mentioned here that at that time dozens of nationalities in the Soviet Union that did not have alphabets of their own also had to be urgently taught.

Lenin's decree played a tremendous part in raising the Soviet people's cultural standards. This served as the beginning of the universal education for children and of the planned work aimed at liquidating illiteracy among adults. After the expiry of only one year, following Lenin's decree, illiteracy was abolished among no less than 2,500,000 people. Educated workers and peasants, students, senior-form pupils of secondary schools, public organistations such as trade-unions and various voluntary societies were drawn into the mighty crusade against illiteracy.

Extensive work among the illiterate was done by Soviet school teachers. Moreover, they trained from among workers, peasants and office-workers a whole army of instructors who carried on cultural and educational work among the population, helped to eliminate illiteracy, to set up illiteracy-liquidating schools. Such schools were opened in ordinary secondary schools, clubs, establishments and peasant homes. There was also wide-scale individual tuition. Women with children and aged people were taught how to read and write at their homes.

THE "BAN ILLITERACY SOCIETY"

Public education organs, which did the main work in eliminating illiteracy, were greatly aided by the broad sections of public both in towns and countryside. This was how a mass organisation called "Ban Illiteracy Society" was set up. Among its first members were V. I. Lenin, N. K. Krupskaya, People's Commissar of Education, A. V. Lunacharsky, M. I. Kalinin, head of the highest organ of State power in the country, and other statesmen. M. Kalinin was elected President of this Society, which included millions upon millions of Soviet people, especially those who lived in rural areas. Almost every inhabited locality had a branch of the Society.

The Society played a great part in the elimination of illiteracy. Its means were

used for the maintenace of many illiteracy-liquidating schools. It also had its own big publishing house which put out a special newspaper in bold prints so that it could be read by the neo-literates. The paper carried short items on the country's domestic affairs and international events; it also supplied useful advice for peasants. Mass editions of primary readers, popular booklets on natural sciences, agriculture, geography, history and literature were printed and circulated.

A Sweeping Movement

An overwhelming majority of illiterates eagerly came forward to acquire literacy and culture and schools were attended even by very old people.

Great difficulties had to be overcome in eliminating illiteracy in Central Asia, where old prejudices were particularly strong. There were cases, for instance, when little girls and women did not want to attend schools for the sole reason that the women teaching at school did not wear a veil. The old laws and traditions were a great obstacle, but in the long run all difficulties were overcome.

In a year of teaching, the neo-literates obtained approximately as much knowledge as was taught in two years of a primary school course. Thus in two years they covered the four-year primary school programme. The academic year in urban localities lasted for ten months. They were taking courses for eleven days every month, studying for three hours a day. Those who worked were relieved from work during the time of studies and for such time they received salaries at the place of their employment. In rural localities, the academic year was seven months, with twelve days of studies a month and four hours of lessons a day.

Tens of millions of adults and teenagers received education and became active builders of a new life.

At present, the Soviet Union is successfully solving the problem of giving a secondary school education to all its workers and peasants. The number of people studying in the country's colleges and technical schools grows with every year. Soviet citizens have access to all types of education free of charge.

GURU OF THE FIRST CLASS

Doctors are either first class, second class or third class. The third class doctor feels the pulse of the patient and advises him to take some drug; he then goes away and does not care to enquire if the patient actually takes the medicine or not. The second class doctor tries to impress on his patient that he will come round by using the medicine prescribed and adopts all gentle means to induce his unwilling patient to take it. The first class doctor, when he finds that his patient is determined not to take any medicine, does not hesitate to put his knee on the chest of the patient and force the medicine down his gullet. In like manner, the Guru who, having given religious instructions to his disciple, takes no further notice of him is a Guru of the third class. He, who for the sake of the disciple's good, hammers his instructions into him till they are grasped and shows that he is interested in the disciple's welfare, is Guru of the second class. And he, who, finding that his disciple does not properly listen to or follow his teaching, enforces obedience by compulsion, is a Guru of the first class.

—Sri Ramakrishna.

THE LIFCO
GREAT LITTLE BOOKS

Price: 19 nP. each

1. A Short Book of Idioms & Phrases
2. Appropriate Prepositions
3. Easy Steps to Parsing
4. Easy Steps to Analysis
5. Figures of Speech
6. Summarising Poems
7. A Short Book of Essays
8. A Handy Letter-Writer
9. A Little Book of Allusions
10. Select Proverbs and Quotations
11. A Short Book of Useful Information
12. Do You Know?
13. Short Lives of the Great
14. Inspiring Speeches
15. A Guide to Debating
16. Tips to Success.

1 Set of the above 16 Books:

Price Rs. 3·00 By Post Rs. 4·00

The Little Flower Co. (LIFCO), Madras-17
M. Damodaram & Co., Appah Bldgs., Madras-1
Higginbothams (Private) Ltd., 17-A, Mahatma Gandhi Road, Bangalore-1, Madras-2 and Ry. Stalls; and at all other Booksellers

ON EXAMINATIONS

(A Satire)

By Shri T. R. Venkatasubrahmanyan, B.A., M.Ed.
Tirupparaitturai, Tiruchy District

1. I am the tail that wags the dog,
I am the fly-wheel, the machine my cog ;
I am the camel in the tent,
I have humanity to my bent.

2. I always befool men to requisition
Ways and means to measure child's acquisition,
I create chaos in education
To make them forget all about cultivation.

3. I manifest myself in many a type
To make children decay before they grow ripe ;
Of course to raise them up to the enigmatic norm
I must convert every child into a real book-worm.

4. Can you, my Pedagogue, assure to secure more
Than some of thine wards, by chance, happen to score
Unless I force examiners to value with a frenzy
To provide scope for many a discrepancy ?

5. The wise man sows and reaps,
His harvests, he expects, in multiple heaps ;
But my man, the Pedagogue, strives hard
Toils, sweats, and rejoices to get one-third !

6. My angler, the Pedagogue, sits by the river,
Waits long and hard for the line to quiver,
Jerks it quick—no fish is caught ;
Happy and proud, back one-third bait is brought !

7. My cook devoutly puts condiments and grains
In terms of subjects in younger brains ;
With zeal and vigour, watches the receptacle
To get nothing cooked—a marvellous spectacle !

8. To save his respect, my man searches every nook
But finds none but me, the only hook ;
If by chance, I happen to clear the field
Woe unto him ! To the lowest must he yield.

9. News in the dailies will begin to pall
Unless occasionally students leave the hall,
Bellowing that my limbs, the papers, are too stiff
To lift them easily over the cliff.

10. Had I failed to drop many in the ocean
Where is the scope for private tuition ?
Schools outside schools are able to mint,
Because I survive, to provide the hint.

11. I always raise my head like the hydrae
And dwarf interfering men into my padre,
Those who connive to make me little
Return downcast, realising themselves brittle.

12. Those who try to rout me up, think of the gap:
I so govern men's minds in a trap!
Ask them for a worthy substitute—
They will retrace, deaf and mute.

13. And those who forced me much to sink
Do now wring their hands and blink;
They who tried much to abolish even the written
With Oral and Practical are now smitten!

14. I mark early life at every stage
More potently than natural physiological age,
Only by twenty I will generally spare
The youth, simply to stand and stare.

15. Even the fortune of older men with me rests,
They must also get through departmental tests;
For many years to come, at any rate,
I should decide the modern man's fate.

16. With schools, teachers and subjects I run
A great pantomime, only for my fun,
Reform may come, reform may go,
I remain undisturbed for ever! Heigh Ho!!

KNOWLEDGE

"One meets with two classes of aspirants—one of them resembles the young of a monkey and the other may be like a kitten. The young of a monkey first clasps its mother and then its mother carries it about from place to place. The kitten does not clasp its mother, but mews piteously wherever it is placed by her. Then the mother cat comes to it and carries it wherever she chooses, holding it by the neck.

Similarly the aspirant who follows the path of knowledge or of selfless work, depends upon his own effort to attain salvation. On the other hand, the aspirant who follows the path of love knows that the Lord is the disposer of everything. So with perfect confidence he resigns himself entirely to His mercy. The former is like the young of a monkey and the latter like the kitten.

SRI RAMAKRISHNA PARAMAHAMSA

JEEVAN-DANI

"A *Jeevan-dani* is one who dedicates his life to human and social betterment. A man who dedicates his life must begin with bettering himself. The *Jeevan-dani* is an ordinary mortal with the faults and foibles of his fellowmen. But the fact that he has vowed to devote his life to the remaking of man and society means that he has to begin with remaking himself. *Jeevan-dani* thus becomes a spiritual pilgrimage."

VINOBA BHAVE.

ONE WORLD

"The world is getting together unconsciously, imperceptibly, quietly in the minds and hearts of men.

There is a conflict between the old concept of the nation, state, separate, sovereign, absolute, autonomous and the new international community where we have to work together, if we are to survive. It is time to abandon the past with national sovereignty and faith in force and work for the future with its ideals of peace, freedom and justice under law. History is a road in which vital points are cross-roads."

S. RADHAKRISHNAN.

THE CULTURAL VALUES OF EAST AND WEST

By Dr. Paul E. Smith

Secretary, NEA Committee on International Relations

At the recent meeting of the World Confederation of Organisations of the Teaching Profession in Washington, D.C., educators from more than 70 countries emphasized that schools must teach mutual appreciation of *The Cultural Values of East and West.*

At the Eighth Annual Assembly of the World Confederation of Organizations of the Teaching Profession in Washington, D.C., July 31 to August 7, more than 500 delegates, representatives, and observers from over 70 countries met to discuss the theme, "Teaching Mutual Appreciation of Eastern and Western Cultural Values".

Having co-operated with UNESCO on other projects, WCOTP voted to participate in one of UNESCO's three major projects, which called for efforts over a 10-year period towards creating "the understanding between peoples necessary for peaceful co-operation among them (which) can only be built on a full knowledge and appreciation of one another's cultures".

Recognizing the significance of this project, and realizing that the spreading of factual knowledge of all the cultures was the key to the success of the program, WCOTP made, during the year, a basic study of this theme, probing into obstacles impeding mutual understanding, and elaborating upon cultural values of East and West.

But what is meant by these terms—"East" and "West" ? Athenians in the fifth century B.C. understood the East to be Asia and Persia. But a thousand years later, Athens was part of the East along with Byzantium and Alexandria. It is only by chance of geographical nomenclature that the Eastern cultures are lumped together.

For thousand years, Constantinople served as a link between the East and West. In the seventh century, its ships were going to Great Britain to secure tin for the East. As early as the eighth century, the Arab countries were trading with the Baltic countries, parts of Europe and Africa, and with India, China, and Korea.

Marco Polo and other tradesmen wrote detailed reports of their travels. One account in the thirteenth century, for example, entitled, *A Guide to the Indian* Cities, gave accurate information concerning distances, populations, religious beliefs and customs.

At the end of the fourteenth century, one could have defined Europe as a peninsula of Asia, susceptible to civilizing influences which reached it gradually from the East. Introduction of the compass and knowledge of arithmetic, algebra, astronomy, trigonometry, pharmacy and science were among these influences.

Shifts in world power began with the Middle Ages and reached a quicker tempo during the Renaissance. The seafaring nations of the West went outward in diverse enterprises. They were in a hurry to buy, sell, and build ; this haste allowed little time for studying and understanding differences in religion, culture, or social habits. To know and understand another people is a complex matter which requires study, tolerance, and patience. These were not forthcoming during this busy era.

The industrial revolution created a demand for cheap labour and cheap raw materials which, together with rapid advances in science and technology, contributed to colonialism in the late nineteenth century.

In the minds of the Eastern peoples, many of whom had been colonised, capitalism and colonialism were identical and became synonymous with imperialism. Fortunately, today the era of European colonialism has almost passed, and most of the newly independent countries are eager to join the family of nations without either rancour or bitterness.

Since the end of the fifteenth century, the hallmark of the West has been the swift march of science and technology. As Western man continues to move rapidly into the machine age, there may be a serious danger that his effort to master nature by means of science will result in the mastering of man by science. Stephen Vincent Benet voiced this fear in the 1920's when he wrote :

> The genie we have raised to rule the earth....,
> The tireless serf already half a god.

A conventional or stereotyped contrast between the East and West pictures the West as materialistic, active and progressive and the East as passive, contemplative, and spiritual. Obviously, the characterisations, the easy general labels, do not fit either East or West, although important differences do exist.

Advances in technology have brought both East and West to the realisation that neither of them can live in isolation. Both sides are bound to meet, and it is for this generation to see that they meet in harmony and peace.

There are numerous elements and forces which can help bring about this necessary meeting. Science, for example, is a cohesive, binding force which can provide better health, a greater abundance of agricultural products, and better communications for both East and West. However, science itself can advance co-operation so far and no further; it needs as a foundation the mutual appreciation of cultural and spiritual values.

The Eighth WCOTP Conference emphasised the things that unite peoples. At the same time, differences were realistically noted and respected. No one should be so vain in his national culture that he recognises no other. However, in a world of 2·7 billion people with more than 3,000 living cultures, the problems of promoting an understanding and appreciation of East-West cultural values is indeed difficult.

Certainly, understanding of their people and other cultures must start with an understanding of one's self, one's family, and one's own nation. This kind of insight forms the substratum upon which an individual, confident and knowledgeable of that which he has experienced, can step forward into the unknown without fearing it, without reacting against it, and without avoiding it.

Interest and curiosity is extended to other things when one's own circumstance will permit it. A man who is hungry or sick is not very interested or curious about the world. Freedom means almost nothing to a man who is ill, for he has no freedom from that which is closest to him.

Mutual appreciation of cultural values begins when one's own maturity allows an open-mindedness and flexibility that does not require one to justify or compare the strange or different with that which he prefers. It may be said, then, that mutual appreciation of East-West cultural values begins at home with a maturity and flexibility that reaches out to learn about others as they are and not as we would like them to be or as we think they should be.

At the WCOTP Conference, educators from over 70 countries brought out again and again that if a mutual appreciation of the cultural values of society both of the East and West is to succeed, the schools must play an important role. This calls for a reappraisal of curriculum content, of text-books, and of other teaching materials.

During the Conference, a teaching aid in the form of a filmstrip developed by the National Education Association was presented to each delegate. Entitled *All of Us: The People of the World*, the filmstrip is designed for the upper elementary grades. It uses split frames to show something about the life of people in East and West.

The purpose of the filmstrip is to make plain to elementary school-children that all men are alike in many ways: All have similar wants and needs in spite of the fact that environment, history, and differing views of life give to the human family a remarkable diversity.

The Conference was informed that increasing attention is being given to the study of non-Western civilisation in U.S. schools and colleges. In pointing out the importance of this new emphasis, Howard E. Wilson of the University of California at Los Angeles has said:

> The situation which gave Western civilisation almost a monopoly in American education no longer exists........ The pattern of the world has changed, and cultures, often older and more complex than our own, are now and will be increasingly important to our domestic welfare and prosperity and to our participation in world affairs.

Two recent reports illustrate our broadening cultural relationships with the Asian half of the world.

The report of the Sixth National Conference of the U.S. National Commission for UNESCO, *Turn East Towards Asia,* has a chapter on education which emphasises basic problems in increasing awareness and knowledge of Asia at all levels of our educational system.

A special report by the Asia Society, *Educational and Cultural Activities on Asia: An Account of Recent Developments in the United States,* stresses post-war growth of

American educational efforts pertaining to Asia.

New emphasis is being given Asia in our liberal arts colleges and universities. This is also true in some teacher-education institutions. In New York, for example, the State University Teachers' College at New Paltz has started courses on Asia in both the social sciences and the humanities, while the colleges at Oswego and Oneonta include study of Asia in a required interdisciplinary survey of non-Western cultures.

For teachers in service, particularly at the high school level, there are opportunities for study of Asia at summer institutes offered by more than a dozen colleges and universities. There also are growing opportunities for teachers to visit Asian lands through educational travel and exchange programs.

In bringing about a mutual appreciation of Eastern and Western cultural values, the role of the teachers, as always, is a key one. Important beginnings have been made by educators, and the rate of growth is rapid and vigorous. What is being sought is a world in which the dignity of the individual is uppermost, as well as a world in which citizens of any country can feel at home everywhere.—*NEA Journal.*

TWO PORTRAITS — I AM A TEACHER

By Mr. Arthur F. Bruhn

President, Dixie Junior College, St. George, Utah

I work with boys and girls,
From many homes they come,
The quiet, boisterous, shy,
The pretty and the plain,
The laggard, the ambitious,
And the genius.
Each one is different,
And somewhere in this world
Each has his place.

And while the final choice is theirs,
I can, and must, assist.
We must explore together
To discover, if we can,
Their strengths, their weaknesses—
The things that bring them joy.
I find in each a different need:
This pretty one,
Whom all admire
And even envy,
Who flits through life with little care,
Someday will see her youthful beauty fade.
How can I help make ready
Against that day?

The homely lad
Already deep withdrawn into his solitude
Beneath whose clever hands
Frustration shows in modelled clay,
How can I make him see
That beauty lies not in the face alone?
And he who comes to school
Unkempt—with bruises
Suffered by abuse from drunken parents—
Yet who in use of numbers
Exceeds all others I have seen.
This one I must encourage and support
And, if I can, inspire.
Each one unique,
Each one roughhewn.
It's not enough to teach them all
To master numbers,
To learn the language of their land.
I must not be content when they can show
in tests
That they are each aware of Lincoln,
Or Shakespeare's clever wit.
To educate is more than that
For as they think, and reason, and believe,
So they become.

I am a teacher
I work with boys and girls
And with each one, each day
I must use different tools.
Today I must be stern and unforgiving
That they may learn to be dependable;
Tomorrow it may seem the best that I relent.
To shape a character
I must proceed with skill, with love,
With sympathy.

And yet, as each day ends
I do not know
How well my work is done.
The complicated human mind
Is slowly changed,
And frequently its thoughts
Are hidden behind the false facade
Society demands.
My task demands that I be patient,
That I believe in boys and girls,
That I have faith.

—*NEA Journal.*

THE SLOW LEARNER—AN OVER-VIEW

By Mr. Lloyd M. Dunn

WHAT'S wrong with my teaching? Why can't he learn? Why does he forget so quickly? Why is he such a behaviour problem? Isn't he mentally retarded? Don't you think it's just an emotional block? How can I bring him up to standard? Such questions are among the many which teachers often ask about the slow learner.

What's wrong with the school? Why can't they get him interested in studying? Why do the other students pick on him? These are a few of the many concerns of the slow learner's parents.

Why do I have to go to school? Why does the teacher take it out on me? Did they have to fail me? What's so important about school anyway? The source of these latter queries need not be pointed out.

Educators have perennially been concerned with slow learners, frequently expending an undue proportion of time and energy on their behalf because unrealistic goals are set for them. Most of our present-day educational procedures are based on tradition and philosophy rather than scientific evidence. Nevertheless, we know how to do a better job than we are presently doing to help the slow learner.

It is true that we need a better supply of school psychologists and more adequate financial support for comprehensive school testing programs, but of even greater importance is the need for more widespread knowledge among the teaching profession of what can be done to help children with learning difficulties.

What Slow Learner Means?

If slow learners are not to be confused with the emotionally disturbed, educationally retarded, and mentally backward one must be arbitrary about defining this group of pupils.

Good's *Dictionary of Education* defines the slow-learning child as one "who, though capable of achieving a moderate degree of academic success, will do so at a slower rate with less than average efficiency".

It is common practice to classify pupils as slow learners when they score between 75 and 90 (or between the fifth and twenty-fifth percentile) on repeated valid tests of intelligence. The magnitude of the problem which the limited learner presents to the school comes into sharp relief when it is recognised that one pupil in five (or 20%) falls in this category.

As we learn more and more about the differential aptitudes that pupils have for various school subjects, our definition of slow learning may need modification. Already in England, Duncan, in his *The Education of the Ordinary Child,* has outlined a special curriculum for pupils who have low verbal intelligence but higher non-verbal (practical) intelligence.

Identifying the Slow Learner

Unless all pupils are routinely examined by a psychologist prior to beginning school, prime responsibility for initial referral of the probable slow learner rests with the class-room teacher. A slow rate of learning *plus* poor retention are the best indices. Of course, final identification must be based on intelligence-tests scores.

Group tests of intelligence are essentially screening techniques. Those youngsters who consistently score above an IQ of 90 on these instruments cannot be classified as slow learners and should not be referred to the psychologist as such. The Large-Thorndike, Kuhlmann-Finch, California, and SRA Primary Mental Abilities Tests are among the most popular for use in elementary schools today. The Differential Aptitude Tests and School and College Ability Tests lead the list in high schools. These yield at least a verbal and non-verbal intelligence-test score.

Following screening, a comprehensive examination administered by a competent school psychologist is necessary for the identification of the slow learner, since many pupils who score between 75 and 90 on group IQ tests will increase their scores to about 90 when given appropriate individual intelligence-tests and increased incentives to perform optimally.

Besides administering such tests of scholastic aptitude as the Revised Standard-Binet, Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale, the psychologist will employ a wide battery of instruments including achievement tests, tests of personality, interest inventories, and so on, to gain support for the diagnosis of slow learner and to rule out such factors as emotional maladjustment, educational retardation, and extreme cultural deprivation as the primary disability.

This examination, along with other diagnostic information gathered from school records, home visits, and so forth, is crucial to the school's effectively serving the slow learner. For educators to devise procedures for the limited learner without comprehensive diagnostic data is as incongruous as for physicians to prescribe treatment without having made a careful and thorough diagnosis.

What Are Slow Learners Like?

In only one characteristic are all slow learners alike: their consistently slow rate of academic learning. Plotting the growth in mental age of these youngsters gives a valuable index of potential level of academic attainment.

For example, a pupil whose IQ score is 75 will have acquired a mental age of only four years, six months when he reaches a chronological age of six. He will not reach a mental age of 6 until he is eight; even when he is 12 he will only have the capacity to do beginning grade -4 work. At 16, he will have accumulated only the capacity to perform at the beginning grade -7 work.

In teaching the slow learner, it is essential to keep his mental age (and therefore his corresponding grade capacity) constantly in mind. Research has consistently demonstrated that mental age is the best single index of capacity of school work.

Even when they work up to capacity, slow learners can only be expected to achieve at between the grade -7 and grade -9 levels when they finish high school. Perhaps the biggest single error made in teaching these youngsters is expecting them to work up to their physical age rather than their mental age.

In addition to their slow rate of learning, these pupils forget quickly and have special difficulties with abstract reasoning. They are especially lacking in curiosity, creativity and critical thinking *as these factors apply to school work.*

The range of individual differences among all pupils—including slow learners—increases with age. Slow learners keep falling further and further behind brighter children as they move into junior and senior high school. Thus, the high school faces an even greater challenge in this area than the elementary school.

In addition to the characteristics of the slow learner already mentioned, some other traits have been shown by research. These characteristics do not apply to all slow learners; there are many exceptions to each generality.

The few studies which have been conducted indicate that over one-half of our slow learners are poorer in personal and social adjustment than brighter students. They tend to be rejected by their peers, usually because of their aggressive and unacceptable behaviour. They are a "marginal group" who have a self-concept which is failure-oriented and who have difficulty in growing up.

Many slow learners are discipline problems in school and potential delinquents in society. This is not surprising since they have difficulty with abstract concepts, including those involving right and wrong and are more frequently apprehended because the home gives them less protection.

Havighurst found that 80% of his slow learners were from low socio-economic backgrounds, 37% from broken homes. Many parents were extremely poor models.

While most slow learners (especially the boys) react to school failure by aggression, some become withdrawn. This latter group (with girls predominating) cause the schools less trouble but are an even greater challenge. Providing them with success experiences and restoring them to better adjustment is a complex assignment. Extreme cases will require psychological and psychiatric attention. But, while most slow learners have personality problems, some are amazingly relaxed, pleasant, and well adjusted in spite of repeated school failure.

Collmann and Newlyn, in a study conducted in England, found slow learners tend to marry younger, especially the females. Only 44% were found to read as a hobby, as against 72% for normals; while 94% were interested in television and the cinema as compared with 76% of normals.

The slow learner differs only in degree from other pupils. He has the same physical and psychological needs, lives in the same community, and goes to the same schools as other youngsters.

It is in school where he meets his major difficulties. His social and physical adjustment is so near average that he is not recognised as a slow learner until he begins school. Upon graduation he usually loses his label. He finds his way into the unskilled or semi-skilled professions, marries, raises a family, and generally carries a reasonable and important share of responsibility as an adult citizen.—*Courtesy: NEA Journal.*

EDUCATIONAL NOTES

The Sri Prakasa Committee's Report

THE Government of India had appointed a Committee presided over by Sri. Sri Prakasa, Governor of Bombay, and including as its other members Sri. G. C. Chatterji, Vice-Chancellor of the University of Rajasthan, Sri. A. A. A. Fyzee, Vice-Chancellor of the University of Jammu and Kashmir, and Sri. P. N. Kripal, Joint Secretary in the Ministry of Education, to go into the question of moral instruction in schools and colleges. The Committee recently submitted its report, and its main recommendations have been accepted by the Central Board of Education.

The terms of reference to the Committee were: (*i*) to examine the desirability and feasibility of making specific provision for the teaching of moral and spiritual values in educational institutions; and (ii) if it is found desirable and feasible to make such provision (*a*) to define broadly the content of instruction at various stages of education and (*b*) to consider its place in the normal curriculum.

The Committee reached the following important conclusions: (*i*) The teaching of moral and spiritual values in educational institutions is desirable, and specific provision for doing so is feasible within certain limitations. (*ii*) The content of such education in moral and spiritual values should include a comparative and sympathetic study of the lives and teachings of great religious teachers and at later stages, their ethical systems and philosophies. The inculcation of good manners, social service and true patriotism should be continoustly stressed at all stages.

Specific recommendations include (*i*) the practice of starting the day's work in school or college with a few minutes of silent meditation, as suggested by the Radhakrishnan Commission; the preparation of suitable books for all classes from the Primary to the University, describing briefly and sympathetically the basic ideas of all religions and the essence of the lives and teachings of the great religious leaders, saints, mystics and philosophers; promotion of reverence and courtesy through traditional ways of learning good conduct; and compulsory physical training.

The Committee have made an interesting study of Articles 28 and 30 of the Constitution dealing with religious education. These Articles prohibit the instruction of religion in educational institutions maintained wholly out of State funds and compulsory attendance at classes on religion in any educational institution whatsoever. But the State is not precluded from assisting schools or colleges where religious instruction is provided to serve denominational needs or under any endowment or trust.

This reading of the Articles is certainly correct, and the Committee claim that the type of instruction they recommend cannot offend either the Articles or the susceptibilities of any religious group. They are also right in pointing out that planning in education should not omit to recognise the value and force of religion in shaping conduct.

Nationalisation of Text-Books

DURING the Education Week Celebrations in Madras, Dr. A. Chidambaranathan Chettiar, M.L.C., Madras, expressed the hopes that the Government would revoke their decision to nationalise publication of text-books for elementary classes as this was a "wrong move" from the academic point of view.

He said the present system of approving of books by the Text-Book Committee, while helping to maintain standards, gave freedom to the teacher to choose the best book and provided scope for competition in writing and publication of text-books.

Dr. Chettiar said: "I am looking at the question (nationalisation of text-books) from the academic point of view and not from the business point of view. The Government are running the bus transport; they may also run the cinema houses. I have no objection to it. But they should not undertake publication of text-books, because it would prevent more and better books being published."

Dr. Chettiar said he had, however, no objection to the Government entering the field as a competitor. They could also publish books and place them on the market along with other books and let the teachers choose what was best among the books.

An Appraisal of Rural Higher Education in India and a Projected Programme for the Rural Institutes. By Shri J. D. Dawson. (Published by the Ministry of Education, Government of India No. 466). Pp. 54.

The publication from the pen of Shri J. D. Dawson, Consultant in Education, the Ford Foundation, is most timely and absorbingly interesting. Being an expert himself, he has studied first hand the problems of education in India and got acquainted with the Rural Institutes and their work. This evaluation of the Rural Higher Education in India has been extremely useful in planning for the future and placing a projected programme for the Rural Institutes in the country.

The author discusses in great detail the aims and purposes of Rural Higher Education and the current programmes in operation and has evaluated their strengths and limitations.

He has given very elaborate suggestions as to how they can be remodelled to suit the changing needs of the country.

Amongst the strong points mention may be made of the (1) high level of purpose and sincerity which pervades their leadership and staff, (2) the vital interests evidenced by leaders and persons in responsible positions, (3) the quality and potentiality of the youth in the country, and (4) availability of personnel to take leading roles towards the achievement of the objectives.

The limitations may be said to be (1) lack of co-ordination and unity in patterns set and methods of approach, (2) inadequate utilisation of the resources available and experience of trained personnel, (3) the denial of motivation and incentive to the students taking training, (4) unplanned and haphazard organisation of work, (5) want of continuation courses or avenues of employment and (6) absence of autonomy and responsibility for individual institutes.

Amongst the many suggestions offered, a mention has to be made of a practical syllabus suggested together with a work calendar throughout the year. Thus an academic programme bristling with activity is placed before the country. The occupational field: (1) Agriculture, (2) Village Industries, (3) Rural Engineering, (4) Home Science and (5) Community Services are also tackled in an able manner.

The author has also supplied the reader with his liberal comments on Work-Study Education, Operating Projects at a Rural Institute, Adaptation of Basic Education Principles to Rural Higher Education, External Examinations and Staff selection and preparation. In his concluding remarks he stresses the need to allow institutes a few years of enterprising effort and experimentation before making a summary appraisal.

He has cited a paragraph from the Shrimali Committee Report as very appropriate in this regard.

"The real value of a Rural Institute cannot be assessed immediately. The institute's worth will be determined by (*a*) the long-term performance of its graduates, (*b*) the social environment of the communities directly touched by the institute; and (*c*) the general usefulness of the Institute's Research. Evaluation of institutional performance often tends, therefore, to be a rather broad and cumulative judgment of the institution's influence.

The study is one which deserves respect. With a detached outlook and expert knowledge, Shri J. D. Dawson has placed a blueprint for the future advance of the Rural Institutes for Higher Education in India.

D. VISWESWARAIYA.

School Annuals

On the subject of School Annuals we have spoken highly in the columns of this Journal very often. They offer a fitting finale for a year's hard academic and active life at school, and they are in a way monument of the life and progress of a pupil during a year of his school career. The incentives provided for originality in thinking, doing and expressing for the young student goes a long way in any educational programme. It provides for the teacher a forum to discover latent literary talents and to give greater encouragement and inspiration to the young minds when they are necessary. The budding authors and poets are thus given opportunities to flower into good writers. These magazines are most welcome.

1. *Antharaganga*—Govt. High School, Kolar, 1959-60.

There are several learned articles in English and Kannada from pupils and teachers. There is variety which is very pleasing. The magazine is illustrated.

2. *Miscellany*—Shri Shanteswara High School, Indi, Bijapur, April 1960.

This is published by a strong Editorial Board under the editorship of Shri B. D.

Upase. Importance is given to articles in Kannada, Hindi and English. Most of the articles are original. They are short and sweet. They are all the contributions of the students. There are several, which are written in a humorous vein, and so very enjoyable.

The get-up and printing are very satisfactory.

D. VISWESWARAIYA.

General Education and Indian Universities. By G. D. Parikh. (Asia Publishing House, 447 Strand, London, W.C. 2), 1959. Pp. 203. Price 26 *sh.* 6 *d.*

The Rector of the University of Bombay is the author of this important book on the proposed introduction of courses of General Education to balance what is felt to be excessive specialisation in Indian Universities. A number of the Study Team which observed General Education in the U.S.A. he describes the courses organised by various American Universities and considers the problems of planning the curriculum, teaching and examining, together with the particular needs and difficulties of Indian Universities. An appendix describes the courses of the University College of North Staffordshire, where British University authorities are similarly seeking to provide a balanced course with an insight into both the Humanities and the Sciences.—*The British Council.*

Primary Education. (Suggestions for the consideration of teachers and others concerned with the work of Primary Schools.) (Published by the H. M. Stationery Office). 1959. Pp. 334 (372.2). Price 10 *sh.* 6 *d.*

Described by the Minister of Education in his Foreword as "a new anthology of the ideas and practices which teachers are successfully developing in the schools," this volume is the successor to the last *Handbook of Suggestions for Teachers and others Engaged in the Work of Public Elementary Schools* published by the Board of Education in 1937. Its purpose is advisory, not mandatory. Part I summarises the recent history of primary education, Part II describes nursery, infant and junior schools and their organisation, Part III deals with the curriculum, subject by subject, and Part IV is concerned with the special problems of Wales. It is an important book which should be in every Council library.—*The British Council.*

Experimental Projects—Gleanings

Published by the Extension Service of the Government Training College, Raipur, under the auspices of this department, it is happy to find that several High Schools have gathered together to conduct a few Experimental Projects. It is needless to say, when so much of stress is laid on Experimental Programmes, these five projects provide a good medium where thorough knowledge can be acquired by the individuals themselves, by the process of learning by living. The main topics in the booklet are a socio-economic service of Raipur Library as a means to increase the potentiality of students, water and its problem, co-operative societies and stores, school sanitation and hygiene health and the birth of electricity. Plenty of thought has been bestowed in drawing plans.

The Gleanings of the January-February issue is a collection of good articles addressed to teachers working in the secondary institutions. A detailed report of the activities of the department gives an idea of the good work done by the department.

D.VISWESWARAIYA.

Report of the Commonwealth Education Conference. (Published by H. M. Stationery Office, the Cmnd. 841, Commonwealth Relations Office), 1959. Pp. 65. Price 4 *sh.*

This important Conference was attended by delegates from all Commonwealth countries, and its task was to plan for all Commonwealth peoples to share as widely as possible in the advantages of education. Four main Committees were set up to study the Commonwealth Scholarship and Fellowship plan, the training of teachers, the supply of teachers for service in Commonwealth countries other than own, and technical education. The working of the proposed Scholarship and Fellowship plan is described in detail. It is recommended that assistance from one country to another in teacher training should normally be for advanced or supplementary courses: the importance of the teaching of English as a second language is stressed and the allocation of a proportion of training places to teachers of English urged. The Committee on Technical Education is concerned with securing the maximum use of existing training facilities throughout the Commonwealth and with the creation of additional opportunities.—*The British Council.*

ಮೂಲ ವಿದ್ಯಾಭ್ಯಾಸವೂ ಮತ್ತು ಸಮನ್ವಯ ಪದ್ಧತಿಯೂ

(ಪ್ರಶ್ನೋತ್ತರಗಳು)

ಡಿ. ವಿಶ್ವೇಶ್ವರಯ್ಯ

ಪ್ರಶ್ನೆ.—ನನಗೆ ಒಂದು ಸಂಶಯವು ತಲೆದೋರುತ್ತಿದೆ. ಇತ್ತೀಚೆಗೆ ವಿದ್ಯಾಭ್ಯಾಸಕ್ಕಾಗಿ ಘನಸರ್ಕಾರದವರು ವಿಶೇಷ ವಾಗಿ ಹಣವನ್ನು ಒದಗಿಸುತ್ತಿರುತ್ತಾರೆ. ದೇಶದಲ್ಲಿ ಒಂದು ಹೊಸ ಚೈತನ್ಯವನ್ನುಂಟುಮಾಡಿ ನಿರಕ್ಷರತೆಯನ್ನು ಹೋಗಲಾಡಿಸಿ ಒಂದು ನವಯುಗವನ್ನು ಸ್ಥಾಪಿಸಬೇಕೆಂಬ ಕುತೂಹಲವನ್ನು ಹೊಂದಿರುತ್ತಾರೆ. ಆದರೂ ಕೂಡ ವಿದ್ಯಾಪ್ರಗತಿಯು ಹೆಮ್ಮೆಯ ರೀತಿಯಲ್ಲಿ ಮುಂದುವರಿಯು ತ್ತಿಲ್ಲವಲ್ಲಾ ? ಎಲ್ಲೆಲ್ಲೂ Low standards ಕಾಣುತ್ತಿದೆ.

ಉತ್ತರ.—ತಾವು ಹೇಳುವ ಅಂಶಗಳಲ್ಲಿ ಬಹಳ ಅರ್ಥವಿದೆ. ಇತ್ತೀಚೆಗೆ ನಮ್ಮ ದೇಶವು ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ಹೊಂದಿದಂದಿನಿಂದ ವಿದ್ಯಾಭ್ಯಾಸಕ್ಕೂ ಮತ್ತು ಮಕ್ಕಳ ಅಭಿವೃದ್ಧಿಗೂ ವಿಶೇಷವಾಗಿ ಹಣಗಳನ್ನು ಒದಗಿಸಿ, ಪಾಠ ಶಾಲೆಗಳನ್ನು ಸ್ಥಾಪಿಸಿ, ನುರಿತ ಉಪಾಧ್ಯಾಯರುಗಳನ್ನು ನೇಮಿಸಿ, ೬–೧೧ ವರ್ಷದ ಮಕ್ಕಳಿಗೆಲ್ಲಾ ಕಡ್ಡಾಯವಾಗಿ ವಿದ್ಯಾಭ್ಯಾಸವನ್ನು ಒದಗಿಸುವ ಯೋಜನೆಯಲ್ಲಿ ನಿರತ ರಾಗಿದ್ದಾರೆ. ಈ ಹೊಸ ಯೋಜನೆಗಳಿಗೆ ಬಹಳವಾಗಿ ಪ್ರಜಾ ಪ್ರೋತ್ಸಾಹವೂ ಕಂಡುಬರುತ್ತಿದೆ. ಪಾಠಶಾಲೆ ಗಳಲ್ಲಿ ಮಕ್ಕಳ ಸಂಖ್ಯೆಯು ಅತಿ ವೇಗದಿಂದ ಹೆಚ್ಚಾಗು ತ್ತಿದೆ. ಆದರೆ ಇದೇ ವೇಗದಲ್ಲಿ ಸರ್ಕಾರವು ಶಾಲಾ ಕಟ್ಟಡಗಳನ್ನು ಒದಗಿಸುವುದರಲ್ಲಾಗಲೀ, ನುರಿತ ಉಪಾ ಧ್ಯಾಯರನ್ನು ನೇಮಿಸುವುದರಲ್ಲಾಗಲೀ ಮುಂದುವರಿಸಲು ಸಾಧ್ಯವಾಗುತ್ತಿಲ್ಲ. ದೇಶದಲ್ಲಿಯೇ ಒಂದು ಆರ್ಥಿಕ ಆಂದೋಳನವು ತಲೆದೋರಿರುವುದು. ಪ್ರತಿ ಮಗುವಿಗೂ ಎಷ್ಟು ಗಮನವನ್ನು ಕೊಡಬೇಕೋ ಅಷ್ಟು ಕೊಡಲು ಸಾಧ್ಯವಾಗುತ್ತಿಲ್ಲ. ಎರಡನೆಯದಾಗಿ ನಮ್ಮ ವಿದ್ಯಾಭ್ಯಾಸ ಕ್ರಮದಲ್ಲಿಯೂ ಕೆಲವು ತೊಡಕುಗಳಿವೆ. ಬ್ರಿಟಿಷ್ ಸಾಮ್ರಾಜ್ಯಶಾಹಿಯಲ್ಲಿ ಯಾವುದನ್ನು ಸೂಕ್ತ ವಿದ್ಯಾ ಭ್ಯಾಸವೆಂದು ಕರೆಯುತ್ತಿದ್ದೆವೋ ಅದನ್ನು ಈಗಿನ ಸಂದರ್ಭ ದಲ್ಲಿ ಸೂಕ್ತ ವಿದ್ಯಾಭ್ಯಾಸವೆಂದು ಕರೆಯಲಾಗುತ್ತಿಲ್ಲ. ಆಗಿನ ಗುರಿಯೇ ಬೇರೆ, ಈಗಿನ ಗುರಿಯೇ ಬೇರೆ. ಪಾಠ ವಸ್ತುವಿನಲ್ಲಿ ಬಹಳ ಮಾರ್ಪಾಟಾಗಬೇಕು. ಅನವಶ್ಯ ವಾದ ಪಠ್ಯವಸ್ತುಗಳನ್ನು ತೆಗೆದುಹಾಕಿ ಅತ್ಯಗತ್ಯವಾದ ಶಕ್ತಿಗಳನ್ನೂ, ಚೈತನ್ಯವನ್ನೂ ಮಕ್ಕಳಲ್ಲಿ ಉಂಟುಮಾಡ ಬೇಕು, ಶಾಲೆಗಳಲ್ಲಿ ಚಟುವಟಿಕೆಗಳನ್ನು ಹುರಿದುಂಬಿಸಿ ಮಕ್ಕಳೇ ಅನುಭವಗಳಲ್ಲಿ ಪಾತ್ರ ವಹಿಸಲು ಅವಕಾಶ ಗಳನ್ನು ಕಲ್ಪಿಸಬೇಕಾಗಿದೆ. ಮಕ್ಕಳ ಪ್ರಗತಿಗೆ ಇದೇ ಮಾರ್ಗ. ನಾವು ಮಕ್ಕಳಲ್ಲಿ ಯಾವುದನ್ನು Low standards ಎಂದು ಕರೆಯುತ್ತೇವೆಯೋ ಅದು ನಿಶ್ಚಯ ವಾಗಿಯೂ ಮಗುವಿನ ಶಕ್ತಿಪ್ರಮಾಣವು ಕಡಿಮೆಯಾಗಿದೆ ಯೆಂದು ಭಾವಿಸಲಾಗದು. ಶಾಲೆಯ ಕಾರ್ಯಕ್ರಮ ಗಳಲ್ಲಿ ಆ ಶಕ್ತಿಗಳ ಬೆಳವಣಿಗೆಗಳಿಗೆ ಸದವಕಾಶಗಳು ದೊರೆಯುತ್ತಿಲ್ಲ. ಮಕ್ಕಳಿಗೆ ಶಾಲಾ ಕೆಲಸಗಳಲ್ಲಿ ಪ್ರೀತಿ ಕಡಿಮೆಯಾಗುತ್ತದೆ.

ಪ್ರಶ್ನೆ.—ಹಾಗಾದರೆ ಮಕ್ಕಳಿಗೆ ಪಾಠ ಪ್ರವಚನಗಳಲ್ಲಿ ಒಂದು ಪ್ರೀತಿಯುಂಟಾಗಬೇಕಾದರೆ, ಅವರಲ್ಲಿ ಹುದು ಗಿರುವ ಶಕ್ತಿಗಳು ಪ್ರಭಾವಯುತವಾಗಿ ಬೆಳೆಯಬೇಕಾದರೆ ಯಾವ ಕಾರ್ಯಕ್ರಮಗಳು ಅನುಕೂಲವಾಗುವುವು ?

ಉತ್ತರ.—ಪ್ರಥಮತಃ ನಾವು ಮಕ್ಕಳಲ್ಲಿ ಒಂದು ಅದ್ಭುತ ಶಕ್ತಿಯಿದೆ ಎಂಬುದನ್ನು ತಿಳಿಯಬೇಕು. ಅದನ್ನು ಬೆಳೆಯಿಸಲು, ಸಾಧ್ಯವಾದಾಗಲೆಲ್ಲಾ ಮಗುವಿನ ಆಲೋ ಚನಾ ಶಕ್ತಿಗೂ, ಸ್ವಂತ ಅನುಭವಗಳಿಗೂ ಹೆಚ್ಚುಹೆಚ್ಚಾಗಿ ಪ್ರೋತ್ಸಾಹ ಕೊಡಬೇಕು. ಆಗ ಮಗುವು ಆ ಕೆಲಸದಲ್ಲಿ ತನ್ನ ಪೂರ್ತಿಯಾದ ಆಸೆ ಪ್ರೀತಿಗಳನ್ನಿಟ್ಟು ವಿಷಯ ಗ್ರಹಣ ಮಾಡುವುದು. ರಚನಾತ್ಮಕ ಮತ್ತು ಕ್ರಿಯಾತ್ಮಕ ಸನ್ನಿವೇಶಗಳ ಮೂಲಕ ಅನುಭವಗಳುಂಟಾಗಿ ಪ್ರಗತಿಗೆ ಅನುಕೂಲವಾಗುವುದು. ಶಾಲೆಗಳಲ್ಲಿ ಮಕ್ಕಳಿಗೆ ಹೆಚ್ಚು ಹೆಚ್ಚು ಜವಾಬ್ದಾರಿಯನ್ನು ಕೊಟ್ಟು ಅವರಿಂದಲೇ ಕೆಲಸ ಕಾರ್ಯಗಳು ಜರಗುವ ಹಾಗೆ ಏರ್ಪಡಿಸುವುದು ಸಾಧ್ಯ. ಮೂಲಶಿಕ್ಷಣ ಶಾಲೆಗಳಲ್ಲಿ ಈ ತತ್ವಕ್ಕನುಸಾರವಾಗಿ, ಚುನಾಯಿತ ರೀತಿಯಲ್ಲಿ ಮಕ್ಕಳು ಮುಖ್ಯಮಂತ್ರಿ, ಉದ್ಯೋಗ ಮಂತ್ರಿ, ಸಾಂಸ್ಕೃತಿಕ ಮಂತ್ರಿ, ಆರೋಗ್ಯ ಮಂತ್ರಿ ಇತ್ಯಾದಿ ಪದವಿಗಳನ್ನು ವಹಿಸಿ ದಕ್ಷತೆಯಿಂದ ಶಾಲೆಯ ಆಡಳಿತವನ್ನು ನಡೆಸುವರು. ಉಪಾಧ್ಯಾಯರು ಮಕ್ಕಳೊಡನೆ ಸಹಕರಿಸಿ ಅವರಿಗೆ ಪ್ರಗತಿಗೆ ಅವಶ್ಯವಾದ ಸನ್ನಿವೇಶ, ವಾತಾವರಣ ಮತ್ತು ಅನುಭವಗಳನ್ನು ಉಚಿತ ರೀತಿಯಲ್ಲಿ ಒದಗಿಸುವರು. ಈ ಹೊಸ ಶಿಕ್ಷಣ ಕ್ರಮವು ಜಾರಿಗೆ ಬರುತ್ತ ಬರುತ್ತ ನಮ್ಮ ದೇಶದ ವಿದ್ಯಾ ಪ್ರಗ ತಿಯೂ ಕೂಡ ಮುಂದುವರಿಯುವುದರಲ್ಲಿ ಸಂದೇಹವಿಲ್ಲ.

ಪ್ರಶ್ನೆ.—ಈ ಹೊಸ ಶಿಕ್ಷಣಕ್ರಮದ ಸ್ವರೂಪವೇನು? ಮುಖ್ಯ ತತ್ವಗಳೇನು?

ಉತ್ತರ.—ಈ ಶಿಕ್ಷಣಕ್ರಮವನ್ನು ಮೂಲಶಿಕ್ಷಣ ಕ್ರಮವೆಂದು ಕರೆಯುತ್ತೇವೆ. ಇದನ್ನು ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣಕ್ರಮವೆಂದು ಸರ್ಕಾರದವರು ಒಪ್ಪಿದ್ದಾರೆ. ಇದು ಎಲ್ಲೆಲ್ಲೂ ಜಾರಿಗೆ ಅತಿ ವೇಗದಿಂದ ಬರುತ್ತಿದೆ. ಸಾಂಪ್ರದಾಯಿಕ ವಿದ್ಯಾಭ್ಯಾಸ ಕ್ರಮವು ಬಹುಮಾತ್ರ ಅಕ್ಷರ ವಿದ್ಯೆಯಾಗಿ ಉಳಿಯಿತು. ವ್ಯಕ್ತಿಯ ಸರ್ವತೋಮುಖ ಬೆಳವಣಿಗೆಗೆ ಹೆಚ್ಚು ಪ್ರೋತ್ಸಾಹ, ಗಮನ, ಆಸಕ್ತಿ ಕೊಡಲಿಲ್ಲ. ಜನಾಂಗದಲ್ಲಿ ಅಕ್ಷರಸ್ಥರು, ಅನಕ್ಷರಸ್ಥರು ಎಂಬುದಾಗಿ ಎರಡು ಪಂಗಡಗಳಾಗಿ ಒಡೆಯಿತು. ಅನಕ್ಷರಸ್ಥರು ಅನಾಗರೀಕರೆಂಬ ಭಾವನೆ ಮೂಡುವಂತಾಯಿತು. ದೈಹಿಕ, ನೈತಿಕ ಬೆಳವಣಿಗೆಗೆ ದೊರೆಯಬೇಕಾದ ಸ್ಥಾನಮಾನಗಳು ದೊರೆಯದೆ ಹೋಯಿತು. ನಮ್ಮ ದೇಶದ ಸಂಸ್ಕೃತಿಗಳನ್ನು ಮರೆಯುವಂತಾಯಿತು. ಶರೀರಶ್ರಮಕ್ಕೂ, ರಚನಾತ್ಮಕ ಉದ್ಯೋಗಗಳಿಗೂ, ವಿದ್ಯಾಭ್ಯಾಸಕ್ಕೂ ಬೃಹದಂತರಗಳು ತಲೆದೋರಿದವು. ಇದು ನಮ್ಮ ದೇಶಕ್ಕೆ ಹಾನಿತರುವ ಮಾರ್ಗವೆಂದು ಭಾವಿಸಿ, ನಮ್ಮ ಹೊಸ ಶಿಕ್ಷಣಕ್ರಮವು ಒಂದು ಹೊಸ ದಾರಿಯನ್ನು ತೋರಿಸಿದೆ. ಮಾನವನಲ್ಲಿ ಹುದುಗಿರುವ ಸಮಸ್ತ ಶಕ್ತಿಗಳೂ, ಪ್ರಭಾವಗಳೂ ಪೂರ್ತಿಯಾಗಿ ಬೆಳೆಯಬೇಕು. ಮಾನವನ ಸರ್ವತೋಭಿಮುಖ ಬೆಳವಣಿಗೆ (Education of the whole man) ನಮ್ಮ ಗುರಿ. ಎರಡನೆಯದಾಗಿ ಮಕ್ಕಳಿಗೆ ಜೀವನದಲ್ಲಿ ಯಾವ ಯಾವ ಶಕ್ತಿಗಳು, ಅನುಭವಗಳು, ಜ್ಞಾನಗಳು ಅವಶ್ಯವೋ ಇವನ್ನೆಲ್ಲವನ್ನೂ ಒದಗಿಸುವುದು ವಿದ್ಯಾಭ್ಯಾಸದ ಕರ್ತವ್ಯ. ಮೂರನೆಯದಾಗಿ ರಚನಾತ್ಮಕವಾಗಿರುವ ಉತ್ಪಾದನಾ ಭಾವನೆಯಿಂದ ಕೂಡಿದ ಉದ್ಯಮಗಳು ವಿದ್ಯಾರ್ಜನೆಯಲ್ಲಿ ಪವಿತ್ರ ಸ್ಥಾನವನ್ನು ಹೊಂದಬೇಕು. ದೇಹಶ್ರಮಕ್ಕೂ, ವಿದ್ಯಾರ್ಜನೆಗೂ ಯಾವ ಅಂತರವೂ ಇರಕೂಡದು. ಅದಕ್ಕೆ ಬದಲು ವಿದ್ಯಾರ್ಜನೆಯು ಉದ್ಯಮಗಳ ಮೂಲಕ, ಸನ್ನಿವೇಶಗಳ ಮೂಲಕ, ಅನುಭವಗಳ ಮೂಲಕ ನಡೆಯಬೇಕು. ಕಡೆಯದಾಗಿ ಶಾಲೆಗಳಲ್ಲಿ ಸಾಂಘಿಕ ಜೀವನದ ತತ್ವಗಳೂ, ದೇಶೋದ್ಧಾರ, ಸಂಸ್ಕೃತಿ ಪ್ರತಿಪಾದನೆ ಭಾವಗಳೂ ಅಂಕುರಿಸಬೇಕು. ಶಾಲೆಗಳು ಕ್ರಿಯಾತ್ಮಕ ಪ್ರಾಯೋಗಿಕ ಶಾಲೆಗಳಾಗಿ ಪರಿವರ್ತನೆಯಾಗಬೇಕಾಗಿದೆ.

ಪ್ರಶ್ನೆ.—ಈಗಿನ ಶಾಲೆಗಳೆಲ್ಲವೂ ಕ್ರಿಯಾತ್ಮಕ ಪ್ರಾಯೋಗಿಕ ಶಾಲೆಗಳಾಗಿ ಪರಿವರ್ತನೆಯಾಗಬೇಕೆಂಬುದೇ ಗುರಿ ಎಂದು ಹೇಳಿದಹಾಗೆ ಆಯಿತು. ಈ ತತ್ವಕ್ಕೆ ಶಿಕ್ಷಣ ತಜ್ಞರ ಬೆಂಬಲವುಂಟೋ? ಮುಂದುವರಿದ ನಾಡುಗಳಲ್ಲಿ ಪ್ರೋತ್ಸಾಹವಿದೆಯೋ?

ಉತ್ತರ.—ಹೌದು. ಈಗ್ಗೆ ೩೦–೪೦ ವರ್ಷಗಳಿಂದ ಈಚೆಗೆ ಪ್ರಪಂಚದಲ್ಲೆಲ್ಲಾ ವಿದ್ಯಾಭ್ಯಾಸ ಪದ್ಧತಿಯಲ್ಲಿ ಒಂದು ಕ್ರಾಂತಿಯುಂಟಾಗಿದೆ. ಅಮೇರಿಕಾದ ಪ್ರಖ್ಯಾತ ಮೇಧಾವಿ, ಶಿಕ್ಷಣತಜ್ಞ ಮಹಾವ್ಯಕ್ತಿ ಜಾನ್‌ಡ್ಯೂಯಿ ವಿದ್ಯಾಭ್ಯಾಸಕ್ಕೂ, ಜೀವನಕ್ಕೂ ಇದ್ದ ಅಂತರವನ್ನು ಹೋಗಲಾಡಿಸಿ "ವಿದ್ಯಾಭ್ಯಾಸವೇ ಜೀವನ, ಜೀವನವೇ ವಿದ್ಯಾಭ್ಯಾಸ" ಎಂಬ ತತ್ವವನ್ನು ಪ್ರತಿಪಾದಿಸಿದನು. ವಿದ್ಯಾಭ್ಯಾಸದಲ್ಲಿ ಸನ್ನಿವೇಶಗಳ ಮತ್ತು ಅನುಭವಗಳ ಮಹತ್ವವನ್ನು ವಿಶದಪಡಿಸಿ ಪಾಠಶಾಲೆಗಳೆಲ್ಲವೂ ಕ್ರಿಯಾತ್ಮಕ ಶಾಲೆಗಳಾಗಬೇಕೆಂದು ಸಾರಿದನು. ಅಮೇರಿಕಾದ ಸ್ಕೂಲುಗಳೆಲ್ಲವೂ Activity ಸ್ಕೂಲುಗಳಾದವು. ಶಾಲೆಗಳಲ್ಲಿ ಒಂದು ಹೊಸ ದೃಷ್ಟಿ ತಲೆದೋರಿತು. ನಮ್ಮ ಮೂಲಶಿಕ್ಷಣದ ಶಾಲೆಗಳಲ್ಲಿ ರಚನಾತ್ಮಕ ದೃಷ್ಟಿಯೊಂದೇ ಅಲ್ಲ, ಉತ್ಪಾದನಾ ಶಕ್ತಿಯೂ ತುಂಬಿರಬೇಕೆಂದು ಮಹಾತ್ಮಾ ಗಾಂಧೀಜಿಯವರು ಪ್ರತಿಪಾದಿಸಿ ನಮ್ಮ ದೇಶದ ಮುಂದೆ ಈ ಮೂಲಶಿಕ್ಷಣ ಸಿದ್ಧಾಂತವನ್ನು ಇಟ್ಟರು. ಈ ಅಭಿಪ್ರಾಯವನ್ನು ಜಾನ್‌ಡ್ಯೂಯಿಯವರೇ ಪರಿಶೀಲಿಸಿ ಇದು ಒಂದು ಹೆಜ್ಜೆ ಮುಂದೆ (One step forward) ಎಂದು ಒಪ್ಪಿದರು.

ಪ್ರಶ್ನೆ.—ಪಾಠಶಾಲೆಗಳಲ್ಲಿ ಉದ್ಯಮಗಳು, ಚಟುವಟಿಕೆಗಳು, ಉತ್ಪಾದನಾ ಭಾವಗಳು ಹೆಚ್ಚಾಗಿ ತಲೆದೋರಿದರೆ ಸಾಮಾನ್ಯ ಜ್ಞಾನಾರ್ಜನೆಗೆ ಓದುವುದು, ಬರೆಯುವುದು, ಗಣಿತಕ್ಕೆ ಮತ್ತು ಇತರ ಪಠ್ಯವಸ್ತುವಿನ ಬೋಧನೆಗೆ ಕುಂದಕವುಂಟಾಗುವುದಿಲ್ಲವೇ?

ಉತ್ತರ.—ನಾವು ಉದ್ಯಮಗಳನ್ನೂ, ಚಟುವಟಿಕೆಗಳನ್ನೂ, ಉತ್ಪಾದನಾ ಭಾವಗಳನ್ನೂ ಮತ್ತು ಜ್ಞಾನಾರ್ಜನೆಯನ್ನೂ ಪ್ರತ್ಯೇಕಪ್ರತ್ಯೇಕವಾಗಿ ಯೋಚಿಸಿದರೆ ಕುಂದಕ ಬರಬಹುದು. ಆದರೆ ಒಂದಕ್ಕೊಂದು ಹೊಂದಿಕೊಂಡು ಒಂದರ ಪ್ರಭಾವವು ಮತ್ತೊಂದರ ಪ್ರಭಾವಕ್ಕೆ ಅನುಕೂಲವುಂಟಾದರೆ ಪ್ರಗತಿಯುಂಟಾಗುವುದು, ಪುಷ್ಟೀಕರಣವಾಗುವುದು. ಕ್ರಿಯಾತ್ಮಕ ಸನ್ನಿವೇಶವು ಸರ್ವತೋಮುಖ ಜ್ಞಾನಕ್ಕೆ ಹಿನ್ನೆಲೆಯಾಗುವುದು. ವ್ಯವಸಾಯ, ತರಕಾರಿ ಬೆಳವಣಿಗೆ, ನೂಲುವ ವಿದ್ಯೆ, ಮರಗೆಲಸ ಇತ್ಯಾದಿ ಉದ್ಯಮಗಳು ಜ್ಞಾನಾರ್ಜನೆಗೆ ಅತಿ ಸುಲಭವಾಗಿ ಅಳವಡಿಸಿಕೊಳ್ಳಬಹುದಾಗಿರುವುವು. ಇವುಗಳ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಮನಶ್ಶಾಸ್ತ್ರ ರೀತ್ಯಾ ಜ್ಞಾನಾರ್ಜನೆಯು ಸುಲಭವಾಗಿ ಆಗುವುದು.

ಪ್ರಶ್ನೆ.—ವಿದ್ಯಾಭ್ಯಾಸ ಪಾಠ ಪದ್ಧತಿಯಲ್ಲಿ ಈ ಪದ್ಧತಿಗೆ ಮನ್ನಣೆಯುಂಟೇ? ಯಾವ ರೀತಿಯಲ್ಲಿ?

ಉತ್ತರ.—ಈ ಪದ್ಧತಿಗೆ ಸಮನ್ವಯ ಪದ್ಧತಿ ಎಂದು ಹೆಸರು (Correlated Technique). ಒಂದು ಹೊಸ ಜ್ಞಾನವನ್ನು ಸಂಪಾದಿಸಲು ಒಂದು ಹಿನ್ನೆಲೆಯು ಬೇಕು. ಮಕ್ಕಳಿಗೆ ಒಂದು ಹೊಸ ಜ್ಞಾನವನ್ನು ಸಂಪಾದಿಸಲು ಪ್ರಥಮತಃ ಒಂದು ಉತ್ಸಾಹವುಂಟಾಗಬೇಕು. ಇದನ್ನು 'Felt need' ಎಂದು ಕರೆಯುತ್ತೇವೆ. ಈ ಸಂದರ್ಭದಲ್ಲಿ ಜ್ಞಾನಾರ್ಜನೆಯು ಸೂಕ್ತವಾಗಿಯೂ, ಸುಲಭವಾಗಿಯೂ ಆಗುವುದು. ಚಟುವಟಿಕೆಗಳ ಹಿನ್ನೆಲೆಯು ಇನ್ನೂ ಹೆಚ್ಚು ಪ್ರಾಶಸ್ತ್ಯವಾದದ್ದು. ಇದೇ ಸೂಕ್ತವಾದ ಸನ್ನಿವೇಶ. ಮೂಲಶಿಕ್ಷಣ ಶಾಲೆಗಳ ಪಾಠ ಪ್ರವಚನಗಳೆಲ್ಲವೂ ಈ ಸನ್ನಿವೇಶಗಳ ಹಿನ್ನೆಲೆಯಲ್ಲಿಯೇ ನಡೆಯುವುವು. ಈ ಸನ್ನಿವೇಶಗಳು (1) ಉದ್ಯಮಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟವುಗಳಾಗಿರಬಹುದು; ಇಲ್ಲವೆ (2) ನೈಸರ್ಗಿಕ ಸಂಬಂಧವನ್ನು ಹೊಂದಿರಬಹುದು; ಇಲ್ಲವೆ (3) ಸಾಮಾಜಿಕ ಸಂಬಂಧವನ್ನು ಹೊಂದಿರಬಹುದು. ಈ ಸನ್ನಿವೇಶಗಳು ಸದಾಕಾಲದಲ್ಲಿಯೂ ಒದಗುತ್ತಲೇ ಇರುವುದರಿಂದ ಈ ಪರಂಪರೆಯಲ್ಲಿ ಅನ್ವಯಿಸಿದ ಜ್ಞಾನಾರ್ಜನೆಯೂ ಕೂಡ ಬಿಡುವಿಲ್ಲದೆ ಸೂಕ್ತ ರೀತಿಯಲ್ಲಿ ಮುಂದುವರಿಯಲು ಸಾಧ್ಯ. ಭಾಷಾ ಜ್ಞಾನ, ಗಣಿತ, ಸಮಾಜ ಜ್ಞಾನ ಮತ್ತು ಶಾಸ್ತ್ರ ವಿಷಯಗಳು ಒಂದಕ್ಕೊಂದು ಮಿಳಿತವಾಗಿಯೇ ಇರುವುವು. ನುರಿತ ಉಪಾಧ್ಯಾಯನು ಸನ್ನಿವೇಶಗಳನ್ನು ಚಾಕಚಕ್ಯತೆಯಿಂದಲೂ, ಜಾಣತನದಿಂದಲೂ ಉಪಯೋಗಿಸಿಕೊಂಡು ಜ್ಞಾನಾರ್ಜನೆಗೆ, ಬೋಧನೆಗೆ ಸೂಕ್ತವಾಗಿ ಅಳವಡಿಸಿಕೊಳ್ಳುತ್ತಾನೆ.

ಪ್ರಶ್ನೆ.—ಸಾಮಾಜಿಕ ಸನ್ನಿವೇಶವೆಂದು ತಿಳಿಸಿದಿರಿ. ಅದನ್ನು ಜ್ಞಾನಾರ್ಜನೆಗೆ ಹೇಗೆ ಅಳವಡಿಸಿಕೊಳ್ಳುವುದು?

ಉತ್ತರ.—ಉದಾಹರಣೆಗೆ ನವಂಬರ್ ತಿಂಗಳು ತೆಗೆದುಕೊಳ್ಳೋಣ. ಈ ತಿಂಗಳಿನ ಮುಖ್ಯ ಹಬ್ಬ ದೀಪಾವಳಿ ನಮ್ಮ ದೇಶದಲ್ಲೆಲ್ಲಾ ಅತ್ಯಂತ ವಿಜೃಂಭಣೆಯಿಂದ ಆಚರಿಸಲ್ಪಡುವ ನಾಡಹಬ್ಬ. ಮಕ್ಕಳಿಗೆ ಅತಿ ಪ್ರೀತಿಯಾದ ಹಬ್ಬ. ಇದು ಎಂತಹ ಸನ್ನಿವೇಶ. ಇದನ್ನು ಮೂಲಶಿಕ್ಷಣ ಶಾಲೆಗಳಲ್ಲಿ ಜ್ಞಾನಾರ್ಜನೆಗೆ ಬಹಳ ಸುಲಭವಾಗಿ ಉಪಯೋಗಿಸಿಕೊಳ್ಳಬಹುದು.

ಈ ನಾಡಹಬ್ಬದ ಮಹತ್ವವನ್ನು ಮಕ್ಕಳೊಡನೆ ಸಂಭಾಷಣಾ ರೀತಿಯಲ್ಲಿ ಪ್ರಸ್ತಾಪಿಸಿ, ನರಕಾಸುರನ ಕಥೆಯನ್ನೂ ಮತ್ತು ದೀಪಾವಳಿ ಹಬ್ಬದ ವಿವರಣೆಯನ್ನೂ ಸುಲಭ ರೀತಿಯಲ್ಲಿ ಹೇಳಿ, ಮಕ್ಕಳ ಕೈಯಲ್ಲಿ ಬರೆಯಿಸಿ ಭಾಷಾ ಜ್ಞಾನವನ್ನು ಹೆಚ್ಚಿಸಬಹುದು. ಪ್ರತಿ ಮಗುವೂ ಪಟಾಕಿಗಳಿಗೆ ಖರ್ಚುಮಾಡಿದ ಹಣವನ್ನು ಪ್ರಸ್ತಾಪಿಸಿ ಒಟ್ಟು ಖರ್ಚು, ಮಾರುವವನ ಲಾಭ ಇತ್ಯಾದಿ ವಿಷಯಗಳನ್ನುಪಯೋಗಿಸಿ ಗಣಿತಜ್ಞಾನವನ್ನು ವಿಸ್ತರಿಸಬಹುದು. ಪಟಾಕಿಗಳನ್ನು ಮಾಡುವ ರೀತಿ, ಅವುಗಳಲ್ಲಿ ಮದ್ದಿನ ರಚನೆ, ಅದರಲ್ಲಿನ ವಸ್ತುಗಳ ಪರಿಚಯಮಾಡಿಕೊಂಡು ಶಾಸ್ತ್ರ ಪರಿಚಯವನ್ನೂ ಮಾಡಿಸಬಹುದು. ಇದೇ ರೀತಿಯಲ್ಲಿ ಪಟಾಕಿಯ ಕೈಗಾರಿಕೆ, ವ್ಯಾಪಾರ, ಕೆಲಸಗಾರರ ಕಷ್ಟಸುಖಗಳು ಇವುಗಳನ್ನು ಪ್ರಶ್ನಿಸಿ ಸಮಾಜ ಶಾಸ್ತ್ರಕ್ಕೂ ಸಂಬಂಧಿಸಬಹುದು.

ಇದೇ ರೀತಿಯಲ್ಲಿ ೧೪ನೇ ನವಂಬರ್ ನಮ್ಮ ನಾಡಿನಲ್ಲೆಲ್ಲ ಅತ್ಯಂತ ಪ್ರಿಯವಾದ ದಿನ. ನಮ್ಮ ನಾಡಿನ ಪ್ರಧಾನ ಮಂತ್ರಿ ನೆಚ್ಚಿನ ನೆಹರೂರವರ ಜನ್ಮದಿನ. ೭೦ನೆಯ ವರ್ಷದ ವರ್ಧಂತಿ ಮತ್ತು ಅದೇ ದಿನವೇ ದೇಶದಾದ್ಯಂತ ಆಚರಿಸಲ್ಪಟ್ಟ ಮಕ್ಕಳ ದಿನಾಚರಣೆ. ಈ ಸನ್ನಿವೇಶವನ್ನುಪಯೋಗಿಸಿಕೊಂಡು ಮಕ್ಕಳೇ ಶಾಲೆಯಲ್ಲಿ ಬಂದು ವಿಜೃಂಭಣೆಯ ಕಾರ್ಯಕಲಾಪಗಳನ್ನು ನಡೆಸಬೇಕು. ಪ್ರತಿ ಮಗುವೂ ಈ ಸಮಾರಂಭಕ್ಕೆ ಒಂದಾದರೊಂದು ರೀತಿಯಲ್ಲಿ ಸಹಾಯಮಾಡಬೇಕು. ಈ ಅವಕಾಶವು ಮಕ್ಕಳ ಚಟುವಟಿಕೆಗೆ ಅತ್ಯುಪಯುಕ್ತವಾದ ಸನ್ನಿವೇಶ. ಈ ಸನ್ನಿವೇಶವನ್ನುಪಯೋಗಿಸಿಕೊಂಡು ನಮ್ಮ ದೇಶದಲ್ಲಿ ಶ್ರೀ ನೆಹರೂರವರ ಸ್ಥಾನ, ಇಂಡಿಯಾ ದೇಶದ ರಾಜ್ಯರಚನೆ, ಸ್ವರಾಜ್ಯ ಒದಗಿದ ಸಂದರ್ಭ, ಇಂಗ್ಲೆಂಡಿಗೂ ಮತ್ತು ಇಂಡಿಯಾಕ್ಕೂ ಹಿಂದೆ ಇದ್ದ ಸಂಬಂಧ, ಈಗಿನ ಸಂಬಂಧ ಇತ್ಯಾದಿ ವಿಷಯಗಳನ್ನು ಚರ್ಚಿಸಿ ಇತಿಹಾಸಬೋಧನೆ ಮಾಡಬಹುದು. ನಮ್ಮ ದೇಶದ ರಾಜಧಾನಿ, ದೇಶದ ಪ್ರಾಂತಗಳು, ನೆಹರೂರವರ ಪ್ರವಾಸಗಳು ಇತ್ಯಾದಿ ಚರ್ಚೆಗಳಿಂದ ಭೂಗೋಳವನ್ನು ಬೋಧಿಸಬಹುದು. ಪಾಠಶಾಲೆಯಲ್ಲಿ ನಡೆದ ಸನ್ನಿವೇಶವನ್ನು ಚರ್ಚಿಸಿ, ಮಕ್ಕಳ ಅನುಭವಗಳನ್ನು ಅವರ ಭಾಷೆಯಲ್ಲಿಯೇ ಹೇಳಿಸಿ ಪ್ರಬಂಧವನ್ನು ಬರೆಯಿಸಿ ಭಾಷಾ ಜ್ಞಾನವನ್ನು ಹೆಚ್ಚಿಸಬಹುದು. ಮಕ್ಕಳಿಗೆ ಹಂಚಿದ ತಿಂಡಿ ಖರ್ಚು, ವಸೂಲುಮಾಡಿದ ಹಣ ಈ ವಿಚಾರ ಪ್ರಸ್ತಾಪಮಾಡಿ ಗಣಿತಬೋಧನೆಯನ್ನೂ ಮಾಡಬಹುದು. ಇಂಥಾ ಸದವಕಾಶಗಳು ಉಪಾಧ್ಯಾಯನಿಗೆ ಉಪಯುಕ್ತವಾದ ಸನ್ನಿವೇಶ.

ಪ್ರಶ್ನೆ.—ನೈತಿಕ ಮಟ್ಟವನ್ನು ಮುಂದುವರಿಸುವುದರಲ್ಲಿಯೂ, ನಮ್ಮ ಸಾಂಸ್ಕೃತಿಕ ಬೆಳವಣಿಗೆಯಲ್ಲಿಯೂ ಮೂಲಶಿಕ್ಷಣ ಶಾಲೆಗಳಲ್ಲಿ ಯಾವ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಕೈಗೊಳ್ಳಬಹುದು?

ಉತ್ತರ.—ಪ್ರಥಮತಃ ಮಕ್ಕಳು ತಾವು ಇಂಡಿಯಾ ದೇಶದಲ್ಲಿ ಗಣನೀಯ ಪ್ರಜೆಗಳೆಂದೂ, ದೇಶಪ್ರಗತಿಯಲ್ಲಿ ಅವರಿಗೂ ಒಂದು ಸ್ಥಾನವಿದೆಯೆಂದೂ ಹೆಮ್ಮೆಯಿಂದ ತಿಳಿಯಬೇಕು. ದೇಶಪ್ರೇಮ, ದೇಶಭಕ್ತಿ, ದೇಶೋದ್ಧಾರ ಮಾಡಬೇಕೆಂಬ ಹಂಬಲ ಇವನ್ನು ಹೊಂದಿರಬೇಕು. ಇದು ಸತ್ಪ್ರಜೆಯ ಕರ್ತವ್ಯ. ಈ ಕರ್ತವ್ಯಕ್ಕೆ ಲೋಪ ಉಂಟಾಗಬಾರದು. ಪ್ರತಿಯೊಬ್ಬರೂ ಈ ಧ್ಯೇಯದಲ್ಲಿ ಭಾಗಿಗಳಾಗಬೇಕು ಎಂಬ ಭಾವನೆ ಮೂಡಬೇಕು. ಪಾಠಶಾಲೆ ಒಂದು ಪುಟ್ಟ ಸಮಾಜವಾಗಿ ಪರಿಣಮಿಸಬೇಕು. ಈ ಭಾವನೆಯಿಂದ ಬೆಳೆದು ಸಮಾಜದ ಸಮಸ್ತ ತತ್ವಗಳನ್ನೂ ಪ್ರತಿಪಾದಿಸುವ ಒಂದು ಸನ್ಮಂದಿರವಾಗಬೇಕು. ನಮ್ಮ ದೇಶ ಹಿರಿಮೆಯ ದೇಶ. ಕಾಲ ಕಾಲಾಂತರದಿಂದಲೂ ಮಹತ್ವ ತತ್ವಗಳ ಮೇಲೆ ಬೆಳೆದಿರುವ ದೇಶ. ನಮ್ಮ ದೇಶದ ಸಾಂಪ್ರದಾಯಗಳು, ಪದ್ಧತಿಗಳು ಪೂರ್ವಕಾಲದಿಂದಲೂ, ಆರ್ಯರ ಕಾಲದಿಂದಲೂ ಬೆಳೆದುಬಂದು ನಮ್ಮ ಜೀವನದ ಅಂಗವಾಗಿ ಬಂದಿವೆ. ಇವೆಲ್ಲವೂ ದೇಶದ ಐಕ್ಯತೆಗೂ, ದೇಶದ ಉನ್ನತಿಗೂ ಕಾರಣಭೂತವಾಗಿದೆ. ಆದ್ದರಿಂದ ನಮ್ಮ ಶಾಲೆಗಳಲ್ಲಿ ನಮ್ಮ ದೇಶದ ಪವಿತ್ರ ಗ್ರಂಥಗಳಾದ ವೇದಗಳು, ಉಪನಿಷತ್, ಪುರಾಣಗಳಲ್ಲಿಯೂ, ಮಹಾಕಾವ್ಯಗಳಾದ ರಾಮಾಯಣ, ಭಾರತ, ಭಾಗವತಗಳಲ್ಲಿಯೂ ತುಂಬಿರುವ ನಮ್ಮ ಸಂಸ್ಕೃತಿಯ ಕಡೆಗೆ ಮಕ್ಕಳ ಗಮನವನ್ನು ಎಳೆಯಬೇಕು. ಈ ಸಾಂಸ್ಕೃತಿಕ ಗಣಿಗಳಲ್ಲಿರುವ ಅಮೂಲ್ಯವಾದ ವಸ್ತುಗಳನ್ನು ಗ್ರಹಿಸಬೇಕು. ಮಕ್ಕಳಲ್ಲಿ ಪರಸ್ಪರ ಅನ್ಯೋನ್ಯತೆಯೂ, ಪ್ರೀತಿಯೂ ಬೆಳೆದು ಪ್ರತಿಯೊಬ್ಬ ವ್ಯಕ್ತಿಯೂ ಸಮಾಜಸೇವೆಗೂ, ಸಮಾಜವು ಪ್ರತಿಯೊಬ್ಬ ವ್ಯಕ್ತಿಯ ಸೇವೆಗೂ ಶ್ರಮಿಸಬೇಕು.

ಪ್ರಶ್ನೆ.—ನನಗೂ ಹಾಗೆಯೇ ಕಾಣುತ್ತದೆ. "The Society for the Individual and the Individual for the Society" ತತ್ವವು ಅಂಕುರಿಸಿದರೆ ನವಸಮಾಜವನ್ನು ಕಟ್ಟಬಹುದು. ಈ ಸಮಾಜವನ್ನು ಕಟ್ಟಲು ಯೋಗ್ಯವಾದ ಶಕ್ತಿಯನ್ನು ಒದಗಿಸುವುದು ಪಾಠಶಾಲೆಗಳ ಕರ್ತವ್ಯ—ಉಪಾಧ್ಯಾಯರ ಕರ್ತವ್ಯ—ನಾಡಿನ ಕರ್ತವ್ಯ—ಮಕ್ಕಳೇ ದೇಶದ ಪವಿತ್ರ ಆಸ್ತಿ. ಈ ಆಸ್ತಿಯನ್ನು ಲೋಪಮಾಡದೆ ಬೆಳೆಯಿಸಿದರೆ ಸರ್ವರಿಗೂ ಸನ್ಮಂಗಳ ಉಂಟಾಗಿ ದೇಶದ ಪ್ರಗತಿಮಾರ್ಗವು ಏರ್ಪಟ್ಟಹಾಗೆ ಆಗುವುದು ಎಂದು ನಾನು ಭಾವಿಸುತ್ತೇನೆ.

ಉತ್ತರ.—ಇದನ್ನು ಎಲ್ಲರೂ ಒಪ್ಪತಕ್ಕದ್ದೇ ಅಲ್ಲವೇ? ದೇಶಕಲ್ಯಾಣಕ್ಕೆ ಇದೇ ತಳಹದಿಯಲ್ಲವೇ? ಉಪಾಧ್ಯಾಯರ ಪಾತ್ರವು ಬಹಳ ಹಿರಿದಾಗಿ ಹೊಸ ಭಾರತದಲ್ಲಿ ಚಿರಸ್ಥಾಯಿಯಾಗಿ ನಿಲ್ಲಲಿ.

ALL STATE EDUCATIONAL CONFERENCE

At a meeting of the Executive Committee of the Mysore State Education Federation held under the Presidentship of Sri. J. B. Mallaradhya, M.A., I:A:S.(Retd.) M.L.A., on 21-8-1960 it was resolved that the All State Educational Conference be held on 25th, 26th and 27th November 1960, at Bangalore and the working committee of the Federation to take all steps necessary to implement the proposal.

T. V. ANANTHACHAR.
(General Secretary)

SOME OPINIONS

From Mr. Paul S. Welty, Assistant Secretary General, World Confederation of Organizations of the Teaching Profession, U.S.A., to the Editor.—

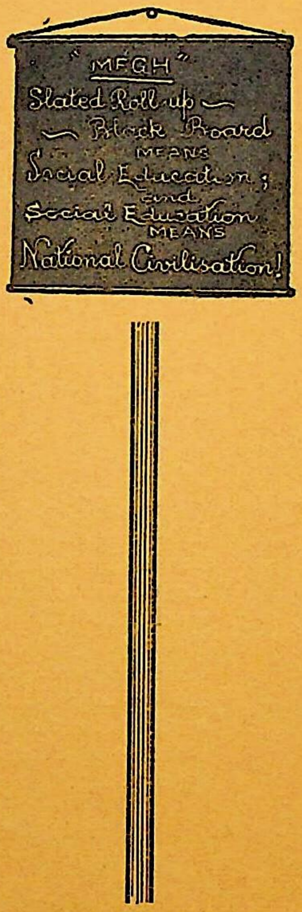
"I am deeply grateful to you for sending us the *Journal* so regularly and faithfully. I consider it an excellent magazine; it seems to perform for Mysore teachers its proper dual function, that of keeping them informed concerning their organization and education in general.

For us it serves still another purpose: that of keeping us aware of the needs and aspirations of the Mysore teachers."

765-60 Printed at the Bangalore Press, Bangalore City, by T. K. Balakrishnan, Superintendent.
Published by the Mysore State Education-Federation, Editor: D. Visweswaraiya, Bangalore.

(On the list of Mysore State Government as approved supplier)

A great name in Slated Roll-up Black-Boards!!



"Megh" Slated Roll-up Black-Boards have earned a great name in the field of Social and Block Development education for the following reasons:

1. They are handy, portable and anywhere hangable.
2. They are writable with chalk and erasable with duster.
3. They are readable from any angle of vision due to their scientific coating.
4. They can be used with advantage as information as well as instructions and News Boards.
5. They can also serve as programme and announcement boards in social functions.

For particulars please write NOW to:

MEGH SLATE FACTORY (Private) LTD.,

POST BOX No. 24,

BARAMATI (Poona), INDIA.

(ESTD. 1924)

No. MG/Advt.(8)/23814 Dated 2/3/1960

Regd. No. M 6920

"MYSORE LAMPS"

ARE THE BEST IN THE MARKET

Used for decorations on all festivals and special occasions like Dasara.

Test Certificate obtained for General Service & Train Lighting Lamps.

All lamps of 5 CP to 1,500 Watts General Service Type, Flood Light Lamps of 500 and 1,000 Watts, Train Lighting Lamps, Street Series Lamps and Miniature Lamps are being manufactured by us.

Under Rate Contract with the Government of India and State Governments.

Agents in all the States

THE MYSORE LAMP WORKS Ltd.

MALLESWARAM, BANGALORE 3

Telephone No.: 2026 **Telegram: "MYSORELAMP"**

THE BANGALORE PRESS